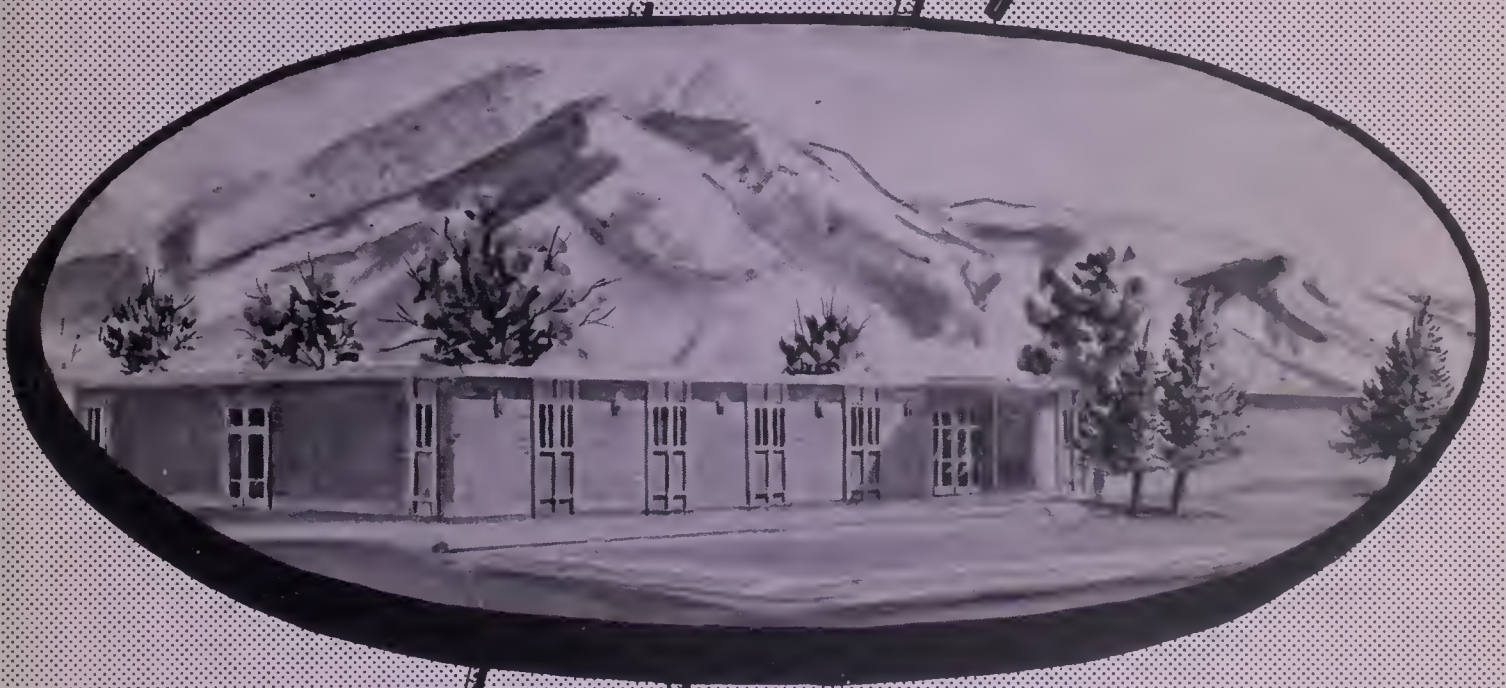


1968 - 69

1969 - 70



Biennial Report



*Eighty-fifth and Eighty-sixth
School Years*

Utah Schools for the Deaf and the Blind
OGDEN, UTAH

Biennial Report

of the

Utah Schools for the Deaf and the Blind

Ogden, Utah

1968 - 1969

1969 - 1970

Eighty-fifth and Eighty-sixth School Year



Board of Trustees

(State Board of Education)

Walter D. Talbot, *Executive Officer*

LaPreal Wight, *Secretary*

LeGrand Backman, *Chairman*

Helen B. Ure, *Vice-Chairman*

Sheldon S. Allred

Edna Baker

Burton Brasher

A. Reid Morrill

Gyle Riddle

Dexter C. Snow

N. Russell Tanner

Salt Lake City, Utah

Salt Lake City, Utah

Salt Lake City, Utah

Salt Lake City, Utah

Price, Utah

Logan, Utah

Salt Lake City, Utah

Provo, Utah

Antimony, Utah

St. George, Utah

Ogden, Utah



THE HONORABLE CALVIN L. RAMPTON
Governor



WALTER D. TALBOT
State Supt. of Public Instruction



LEGRAND BACKMAN
Chairman, State Board of Education



JAY J. CAMPBELL
Deputy State Superintendent⁺
for Institutions



ROBT. W. TEGEDER
Superintendent, Schools
for the Deaf and the Blind



DONALD H. EDWARDS
Principal, School for the Blind



TONY CHRISTOPULOS
Principal, School for the Deaf

GOVERNOR'S ADVISORY COUNCIL

Gee, Mrs. Vera, Chairman Bradshaw, Sally Wheeler, Ned C.
Campbell, Jay J., Secretary Holbrook, George Winegar, Marjorie

PACE, R. ELWOOD, State Coordinator of Special Education

ADMINISTRATION

Harris, Annette B., Adm. Secretary TEGEDER, ROBT. W., Superintendent
Perkes, Bonnie L., Sec'y. Finlinson, David S., Bus. Mgr. Nielson, M. A., Ph. D., Audio-Psy'st.
Schoeler, Lillian, Inventory Clk.

SCHOOL FOR THE DEAF

FACULTY

CHRISTOPULOS, TONY, Principal Monjar, Janis, Secretary Lundberg, Karen, Ext. Div. Sec'y.

Anderson, John	Farber, Kate	Lamothe, Daniel	Schoenfeld, Jane
Applegate, Dennise	Fenton, Kate	Langrock, Patricia	Seamons, Blaine
Archuleta, Mike	Fleming, Beth	Laramie, Dora	Snow, Richard
Beck, Dennis	Fletcher, Robert (Curr. Inst.)	Lavender, T. Lee	Southwick, Tamara
Bennett, Nancy	Hadfield, Barbara	Mantle, Ervin	Steinfeldt, Paul
Bradley, Jesse	Haglund, Claron	Moffit, Norma	(Media Sp'st.)
Burch, Susan	Harrison, Duane (Dir. Int'nship)	Moulton, Robert	Stevens, Margo L.
Burdett, Kenneth (Curr. Inst.)	Horman, Karen	Nawrocki, Sharon	Suttlemyre, Roberta
Burdett, Priscilla	Hughes, Nancy	Nelson, Robert	Taylor, Jerry
Burnett, LaVern	Humphris, Maurine	Nielsen, Boyd (Curr. Inst.)	Thatcher, Isabelle
Carpenter, Douglas	Jensen, Donald	Orr, Agnes (Librarian)	Thomas, Laura
Chaston, Bert	Jensen, Verl	Patten, Benton	Thurber, Albert
Cox, Tamayra	Johnson, Legia	Payne, Nancy	Tibayan, Leticia
Cragun, Calvin	Jones, Aleen (Curr. Inst.)	Peters, Charles (Curr. Inst.)	Vander Heide, Jutta
Downey, Lynnette	Keyes, Alice	Peterson, Glenn	Van Drimmelen, Thomas
Dursteler, Marie	Knighton, Robbie Sue	Rances, Agapita	Visser, Sharon
Elliott, Shirley	Lane, Helen W.	Reese, Rosalie	

DORMITORY STAFF

SUTTLEMYRE, GARY, Dean of Students

Blakeley, LuJean	Falk, Ben	Layne, Jerry	Richins, Omal Lee
Butler, Gertrude M.	Hardy, Bessie	Newman, Clone	Shupe, Steven
Chesley, John	Heiner, Joseph	Pollock, Iva	Wright, June H.
Davis, Don	Holder, Lessie	Pope, Gladys	Young, Bernice
Davis, Peggy	Kraaima, Eva	Qualls, Emma	Young, Jack

SCHOOL FOR THE BLIND

FACULTY

EDWARDS, DONALD, H., Principal Beddes, Sharon, Secretary Riggan, Evelyn, Parent Counselor

Clark, Jill	Howell, George	Nielsen, Judi	Salvesen, Virginia
Grove, Beverly	Kurzahls, Ina (Curr. Inst.)	Noble, Wayne	Wheeler, Ruth
Hale, Susan	Moore, Dwight	Peterson, Mary Fern	Wilson, Blanche
Handy, Sandra	Neil, Florence	Peterson, Merlin	

DORMITORY STAFF

NEWMAN, JULIA, Dean of Students

Baker, Dorothy	Erickson, Jean	Rasmussen, Jean	Vincent, James
Bowcutt, William	Hatch, Nellie	Rudeen, Mark	Vincent, Pauline
Buck, Anonda	Jones, Charlene	Taylor, Ron	Zondervan, LaRae
Crabb, Marcheta	Newman, David		

HEALTH STAFF

WAY, DR. GRANT, Physician

LAMB, DOROTHEA, R.N., Head Nurse	Anderson, Eathryn	Ukena, Terry
Palmer, Anna Belle, Nurse's Aide	Edwards, Shirley	Widdison, Laura

GENERAL STAFF

BLAYLOCK, ANGUS, Superintendent of Buildings & Grounds	DAILY, WALTER, Supv. of Custodial Services	COBB, RICHARD, Supv. of Food Services
Blaylock, Raymond	Checketts, Walter	Ames, Donna
Coles, Leland	Gittins, Howard	Bushell, Gilbert
Colwell, Earl	Gonzales, Adam	Collins, Lucille
Deru, Louis	Mankin, Kenneth	Everts, Janice
Flinders, Lester	Pebbley, Clyde	Gross, Evelyn
	Salas, Silvano	Marietta, Sally A.
	Sutelo, Pat	Martinez, Theresa
	Sutelo, Augustine	Massey, Peggy
	Huseman, Pearl, Matron	Phipps, Dora
	Brown, Ann E., Laundry	Phipps, Hortense
	Tenison, Evelyn, Laundry	Trappet, Leah

SUPERINTENDENT'S BIENNIAL REPORT

This constitutes a report of activities of the Utah Schools for the Deaf and the Blind for the period beginning July 1, 1968 and ending June 30, 1970. It is herewith presented for summary and historical uses.

The most significant event of the biennium was the occupancy of a new classroom unit by the School for the Blind. The new building was completed for a cost in excess of \$520,000 and first used on January 9, 1969. The building, located on the new campus at Seventh Street and Harrison Boulevard, together with the existing buildings formerly serving the Utah Tuberculosis Hospital, combine for a complete, attractive and functional campus. After one and one-half years usage, the building is proving to be very functional and leaves little to be desired. The move completed the physical separation of the two Schools officially begun June 1, 1967.

Two other significant building projects were completed on the new campus during the biennium covered by this report. An alteration and improvement project providing necessary changes in the Main Building and the Home Economics Building was completed in October of 1968 for a total expenditure of \$24,775.

The old coal-fired steam heating system was converted to automatic natural gas usage with the installation of a new high-capacity boiler and accompanying steamline extensions. This \$35,200 project was completed in March of 1969.

An important source of funding for our Schools is Title I of the Elementary and Secondary Education Act. A total of \$159,664 was received during the biennium. These augmentative funds again provided valuable programs not otherwise possible. Details are in other segments of this report.

The federal quota allotments for materials made available through the American Printing House for the Blind were again received and provided essential teaching materials for our educational program for blind students; while Captioned Films for the Deaf, another federal-supported program, again made an invaluable contribution of educational films to our programs for deaf students. Private organizations once more contributed immeasurably to the offerings in each school providing those essential extras which are somewhat outside the realm of basic essentials and which might be termed as supportative aids.

During the biennial period herein reported, the total average enrollment numbered 378, representing an increase of 15.6 percent over the previous biennial period. The additional students required additional staff. However, a stringent operational budget was unable to support the salary level required for the maintenance of a fully certified teaching staff, and this fact was reflected in our inability to recruit the necessary specialists. This situation caused the hiring of five faculty members without specialized training.

Student-living programs were improved with the advent of regular forty hour per week employees on the dormitory staffs in either school. This period marked the first time in the history of the schools that each

was staffed with its own dean of students serving as the chief officer of the group-living programs. It is hoped that the reduction in workload together with hoped-for future improvements in pay schedule will bring about a more effective arrangement.

Our divisions of Food Services, Janitorial Services and Maintenance Services continued to provide quality services. While each division is minimally staffed, each is effective even though functioning under a rather pressing workload. Each is somewhat burdened by its own eagerness to provide that something extra, coupled with the fact that no additional positions were created during the biennium in spite of the increase in workload occasioned by added student numbers.

Of major significance was an ongoing arrangement with the Utah State Division of Family Services which resulted in the schools benefiting from thousands of man-hours in labor on the part of welfare project workers. These workers functioned under the direction of the above three divisions making each more effective. Of special value was the assistance rendered to the maintenance staff enabling the launching of our campus beautification program. It became a reality after many years of mere planning.

A major augmentation in programming was the advent of a cooperative arrangement with the Utah Office of Rehabilitation Services providing comprehensive evaluation and guidance services for all students in the School for the Deaf 14 years and over. By contractual arrangement, vocational teachers serve as employees of O.R.S. during approximately 15 percent of each day. A full-time rehabilitation counselor maintains an office in our Industrial Arts Building. A counterpart, serving blind students and adults of Northern Utah, maintains an office in our School for the Blind. Both programs have proven to be happy arrangements and very beneficial to students leaving the educational program.

Our Schools were again blessed with services and valuable guidance from our governing body, the State Board of Education and its staff, plus the Governor's Advisory Council to our schools. Sincere appreciation is extended to the individuals comprising membership in each body and more especially to Board Chairman LeGrand Backman and Advisory Council Chairman Vera M. Gee. Board officers, State Superintendent Dr. Walter D. Talbot, and his deputy, Dr. Jay J. Campbell, rendered valuable and immediate services when needed. Interest in the schools continued at a high level among its directors, patrons, alumni and friends. A singleness in purpose provided an upgrading influence upon the entire operation.

TERMS OF ADMISSION

The Utah Schools for the Deaf and the Blind are under the jurisdiction of the Utah State Board of Education. They were established for the education of all children in the State of Utah who are either visually or aurally handicapped to the extent that they cannot be properly educated in the public schools, but who are otherwise mentally and physically adequate. Pre-school deaf children are admitted on a day basis only at age two and one-half. Blind children may be admitted to the Kindergarten at age four and one-half.

UTAH SCHOOL FOR THE BLIND

Report of the Acting Principal

Introduction

The Utah School for the Blind was established in 1896. Through the seventy-four years of its existence, profound changes have taken place in both the physical facilities and educational programs of the school. The school has progressed from sharing all facilities with the Deaf to occupying, since 1969, its own school, dormitory, and other buildings on a separate campus.



Utah School for the Blind

The educational programs have been developed, evaluated, and modified to assure a continuous process of upgrading and to provide for varying needs of visually impaired children.

Purpose of the School

The School for the Blind exists for the purpose of educating blind and partially sighted students in the state of Utah who need its services. Utah is a rural state with its population centered mainly in three counties. Emphasis is placed, therefore, on the residential school because of the lack of itinerant programs in outlying areas of the state. Other states, Nevada, Wyoming, and Alaska, rely on the Utah School for the Blind to provide services for special students who need programs not available in their home states.

The state of Utah has taken into consideration the unique needs of children who have visual impairments. A program exists for beginning children of five years of age and older. Pupils who are academically inclined progress through regular grades until they are ready to enter public school programs. A new program has recently been initiated to stimulate the residual vision of students. The school has accepted a number of public

school children who need additional help because of their visual difficulties. Children with progressive losses of vision have entered programs of braille. Young people who are not academically oriented have been given help in choosing vocations, with the assistance of the State Office of Rehabilitation Services. Recently, a most challenging program being developed at the school has been one for children with multiply handicapping disabilities.

Personnel

Parent Counselor — Parents of pre-school blind children have been contacted by the parent counselor and have been assisted in understanding and working with their children. The counselor has also visited the homes of all of the students attending school and reported problems and conditions in the homes to teachers and dormitory counselors. Conferences for parents of pre-school and school students have been held each year. These meetings have informed parents of ways their handicapped children can better function in the home.

Clinical Psychologist — The clinical psychologist has met with dormitory counselors and the summer school staff to plan ways to modify students' behavior. Last year he started a project involving the development of a psychological inventory for the purpose of determining the skills of each individual student in such areas as gross motor ability and fine muscle coordination. He has worked with parent groups in Ogden and Salt Lake City. These groups met weekly for the purpose of helping parents cope with problems that might arise with their visually impaired children.

Curriculum Director — The curriculum director in cooperation with the teachers, has planned the educational programs which are designed to meet the needs of the various groups of visually handicapped students. She coordinated all of these programs so that continuity was maintained from grade level to grade level. She also studied lesson plans and met with the teachers individually to discuss their plans, to help solve problems they might have, and to provide them with helpful teaching materials.

Dean of Students — The dean of students served as director of the dormitory. She planned activities with students and coordinated them with the activities in the school. She met with counselors weekly to assist them in thinking through effective ways to work with pupils.

Vocational Rehabilitation Counselor — This counselor provided by the State Office of Rehabilitation met with teenage students regularly to help them to develop personality characteristics that would assist them in meeting the requirements of future employers. He also provided personalized counseling and guidance to direct each student toward utilizing his background, aptitude, goals, and achievements to the optimum. In addition, he helped students who were ready to obtain summer and post-school job placement.

Facilities

On the campus of the Utah School for the Blind, there are many facilities which serve students' needs in a variety of ways. The main school building, along with classrooms, a typing room, an office suite, a library, and a staff conference room, provides areas of special importance to



Instructor Examining Professional Materials Student Selecting Interesting Textbook

teachers and students. The curriculum library provides teachers with background information in the form of guide books and other professional materials. The textbook library gives them the opportunity to browse and select books and other materials for use in the classroom. The swimming pool and gymnasium provide an area for the development of physical education and recreation for students. An adjoining stage, music, and practice area enable students who are musically talented to prepare for performances. The student store gives young people the opportunity of experiencing the problems involved in running a business.



Students Participating in a Swimming Lesson

Other areas on the campus complete the total picture of the educational programs for children of all ages attending the school. The primary schoolhouse is made up of a number of special rooms for learning, each of which contains materials that emphasize a particular subject. The science, arts and crafts, and industrial arts areas, located in the dormitory building, complete the academic and elective courses for secondary students. The home-living unit in which cooking, sewing, and home management are taught is in an individual cottage designed to resemble an actual home. The creative playground, donated and constructed by the Ogden Lions Club, provides a unique area for imaginative play for young children.



Girls Learning to Make a Cake in the Home Economics Class

Additional facilities offer a home and a social center for residential students. The large dormitory has many private and semi-private sleeping rooms. It also contains living, play, and study rooms, an administrative area, and pleasant kitchen and dining facilities. El Cielito, the student social center, is an attractively decorated building in which students enjoy dancing, playing games, and visiting.

The infirmary which serves blind students is located on the campus of the School for the Deaf. The medical staff functions with great efficiency in handling students' medications, in seeing that children are examined by the doctor or the nurse, and in administering first aid.

Education Experiences

The educational activities of the School for the Blind have been designed to offer students a variety of ways of learning, from their beginning years to the time they leave the school.

One of the most effective ways to learn is to take trips into the environment after careful study and preparation have provided the necessary background. Primary children travelled to a garden, an orchard, a fair, and a pet shop. The intermediate students have studied money



Primary Children Enjoying the Parakeet They Bought at the Pet Store

management by visiting different types of stores in the community. Older students have enriched their classroom learning by visiting such places as a high school, a college, a county library, a newspaper, an observatory, and a museum.

Another meaningful method of learning is sharing with parents and other students the information learned in the classroom and in carefully planned programs. Last year the primary children learned the changes and events that take place during the year and presented a seasonal program at the close of each month. The May program portrayed the beauties of springtime in Japan. As part of a project of sending out-dated books to Ethiopia, the secondary students planned a reading assembly at which they presented stories and factual information about Africa. Junior high students also presented historical assemblies on such subjects as the Driving of the Golden Spike and the Life of Franklin D. Roosevelt.

A further means of learning is through the use of the library, which serves as a study center, a listening center, an individual study area, and a research center. Teachers and students have secured help by studying the various materials in the library. Story telling groups came to the library each week. Space was made available for group or individualized study. Much use was made of the listening center which provided equipment in the form of tape recorders, cassette recorders, record players, film strip and film projectors. Each year new materials were ordered to keep the

library resources up to date. A braille subject catalog, recently completed, made available to students a list of all bound braille books. The curriculum coordinator and the librarian completed a *Library Use Curriculum* for the primary, intermediate, and secondary divisions of the school. This curriculum was used by all the teachers in presenting units of study about the library.

Unit related activities integrated all subject areas into interesting class projects for students in various groups. During the 1969-70 school year, young children bought several different types of vegetable seeds and planted a garden in a small area near their schoolhouse. The children studied the growth of vegetables in the science class. When the vegetables were ripe, the pupils learned to pick, clean and prepare them for eating. The intermediate students studied mathematics, reading, writing, and speaking through a project of preparing braille games to sell to others in the school. The money earned was given to the dormitory for the purchase of an attractive bulletin board. Reports and a display on soap were placed in the library by secondary students for all to enjoy. This particular unit involved the study of the history of soap and of the chemical elements used in making it.

The Student Council helped to bring unified learning activities to the entire school. One of the most outstanding projects was that of sending out-dated textbooks to Ethiopia. The students in all of the classes learned about this far away country and helped to package the books and prepare them properly for overseas shipment.



Student Council Members Planning an Activity for the Whole School

Non-academic learning activities were developed in the dormitory. One counselor worked with different groups of children in the evening, teaching them to work in the kitchen and to prepare different kinds of meals. Each counselor worked with his/her own unit of students, assisting

them in caring for themselves, their personal belongings, and their living quarters. Social activities in the dormitory were coordinated through the Dean of Students, who worked with the Student Senate in planning and carrying out functions in which every student and counselor in the dormitory was involved. One social event was a Halloween carnival for which each unit prepared an interesting booth.



Primary Children Dressed for Halloween

To re-emphasize important non-academic skills for blind students, summer workshops were held in the dormitory. These were staffed by counselors, teachers, and visiting persons from other schools. On an individual or small group basis, staff members assisted students in the various living and social skills. The summer programs were designed to implement teaching done at home and at the dormitory during the school year.

Orientation and mobility continues to be a vital part of every phase of living for blind children. At each grade level teachers worked to develop in their pupils an understanding of the basic concepts and skills of orientation and mobility. This background enabled teenage students to enter formal mobility programs, involving the use of the cane under the direction of a specially trained orientation and mobility instructor.

Observation and Student Teaching

Through the coordination of the teacher training program in the education for visually impaired children at Brigham Young University with the educational program of the Utah School for the Blind, prospective teachers have had the opportunity of observing in classrooms and in the dormitory. They also experienced actual teaching in the grade and subject areas which were of special interest to them. A number of teachers have been employed by the school upon the completion of their special education training at Brigham Young University.

UTAH SCHOOL FOR THE DEAF

Report of the Principal

Introduction

This report covers the 1968-1969 and 1969-1970 school years and is intended to present an overview of the major accomplishments at the Utah School for the Deaf. The school has the responsibility to promote and improve education for hearing impaired children throughout the entire state. Development of new programs has been encouraging. Improving and upgrading existing programs has provided excellent services for students attending the school.

A step towards bringing psychological services to the school was made with several conferences which included Dr. Richard E. Thompson and Dr. Leon O. Brenner, Psycho-Social Services for the Deaf in Newton, Massachusetts, Dr. Blaine Belnap and Dr. C. D. Swaner from Ogden, Utah participated in the conference. The primary purpose of the conference was to acquaint the visiting doctors with the Utah School for the Deaf setting so that recommendations could be made for an effective and realistic program of psychological services.

Teachers from both the Extension Division and the Ogden campus were involved in a summer language workshop held in Ogden from July 8 through July 19, 1968. Twenty-one faculty members participated in the workshop. Mr. Wallace T. Bruce, Director of the Tucker-Maxon Oral School for the Deaf in Portland, Oregon, and Mr. Gerald Pollard, Media Specialist Representative from Captioned Films for the Deaf, conducted the workshop. The main objective of the summer workshop was to instruct faculty members in how to develop behavioral objectives for specific activities at specific grade levels in the newly developed Utah School for the Deaf Language Curriculum. The purpose of the workshop was successfully realized.

A summer driver education program was conducted for six weeks by Mr. Glenn Peterson. The program was conducted from June 17 to August 2, 1968. The driver education program was of great value to the school. It provided seven students with the training required in order for them to become licensed drivers. In addition, taking the course in the summer enabled them to participate in more extensive vocational training during the regular school session. The summer program also made it possible for the eight students who are presently enrolled in the regular driver training program to participate in the course one year earlier than was previously possible. It also helped in catching up with students who desperately needed driver education before graduation.

During the biennium special visitors toured the Extension Division and the Ogden Campus. They were the Governor's Advisory Board for Deaf and the Blind, Mrs. Calvin Rampton, who spent a day at the Extension Division, as well as members of the State Board of Education. One of the biennial surprises was an hour visit by Governor Calvin Rampton.

Educators of the deaf from different parts of the United States also toured the school. Among these was Mrs. Winifred H. Northcott, Director of Early Childhood Education Program for the Hearing Impaired, Minnesota Department of Education, and of special interest was the visit of Headmaster Lionel Evans from Great Britain who visited approximately forty-six schools for the deaf in the United States and Canada. The information and guidance these people gave us was beneficial. Many other local educators also visited programs throughout the school.



Mrs. Calvin Rampton gets first hand experience in communication with the deaf.

Mr. Lionel Evans, Headmaster, Northern Counties for the Deaf, who for fourteen weeks toured schools for the deaf in Canada, the United States and Bermuda, made this statement concerning the program for the deaf in Utah, "Of the places I visited, the scheme in Utah was the closest I saw to a comprehensive coordinated regional service for children with impaired hearing (in this case on a state-wide basis). The Utah State School for the Deaf at Ogden is the centre of the service. . . . the school also administers directly the Extension Division for children who can benefit by placement in classes in ordinary day schools, and the pre-school classes. I saw the scheme in operation in Salt Lake City. The school negotiates with the city educational authority for suitable accommodations in its schools, and then provides the teachers and equipment to serve the children of the authority. The Curriculum Coordinator for the Extension Division reports to the Principal of the school, who is responsible for the operation of the

total organization. In this way the advisory services of a large staff, including audiological and psychological services, are available to small units which would not warrant these on an independent basis."

A change in organizational titles took place for the 1969-1970 school year. The Intermediate Department was changed to junior high and the Oral Classes were changed to high school. This change allowed for students to realize their placement in school in relationship to hearing peers who attend the public schools. Those students who reach their 18th birthday prior to September of the school year are classified as post high school students. The new classification terms are for chronological purposes, not for academic purposes.

One of the brighter segments of the school was several special news coverages of both the Extension classes and the School for the Deaf in Ogden. Students from both divisions wrote letters to the different television media expressing their appreciation. In response to this, Mr. L. H. Curtis sent a representative to the school to return a personalized thanks for letters written and also invited students to visit the broadcast studio in Salt Lake City. This proved to be very educational for those students involved.

The Utah High School Activities Association selected the Utah School for the Deaf to host the 1970 Drama Festival for Region 5. Since the deaf excel in this area we took several excellent ratings in competitive pantomimes.

Emphasis was made on specializing teachers in subject matter throughout the junior high and high school departments. Special attention was given that regardless of the subject that the teacher taught that language and speech be taught by the educator of the deaf.

An area needing critical attention is our speech program. Efforts should be made to investigate speech programs at other outstanding schools in the nation. Speech evaluation, speech intelligibility testing, and total school continuity in how to teach speech needs to be examined. Also a speech curriculum needs to be developed along with curriculums in reading, social studies, mathematics, and health.

There is also a need for in-service education and professional workshops concerning methods and techniques in working with students having learning disabilities other than deafness. Behavior modification techniques also need to be employed and new approaches need exploring. The teachers need to be called together for professional discussions concerning different subject areas to share ideas and to jointly help each other with problems, be it discipline in the classroom or methods of teaching a particular concept. Also efforts need to be made whereby deaf students might be able to learn in a conducive oral environment and be provided with association with hearing peers and the larger world of the hearing.

Admission

The Biennial Report for 1964-1965 and 1965-1966 outlined the standards for admission to special education classes for the deaf on page 25-26 and will, therefore, not be restated here. These requirements have not been changed with the exception that students may now be admitted to the

preschool program both in Salt Lake City and Ogden at two and one-half years of age.

Enrollment

As was the case in the previous biennium, the school enrollment continued to grow. The total student enrollment for 1968-1969 was 296. Of this total, 51 students lived within the vicinity of Weber County and were able to commute home each day. Twenty-five of these students were from Alaska, Wyoming, and Nevada. The total enrollment in the Extension Division numbered 114 students.

The 1969-1970 school enrollment was 302 students. Of this total, 53 lived within the vicinity of the Weber County area and were able to commute home each day. Twenty-five of these students were from Alaska, Wyoming, and Nevada. The total enrollment in the Extension Division numbered 117 students.

Endorsement for Teaching Pupils with Auditory Impairments

The requirements for Special Education Endorsements were revised as of June 12, 1970. The major revision was to combine the deaf and partially hearing endorsements into an endorsement to teach the auditory impaired. Those changes are as follows:

An endorsement to the Basic Professional or Professional Certificate for teaching pupils with auditory impairments is available through the State Board of Education. This endorsement permits service at the elementary or secondary level (K-12). Unless otherwise noted, the endorsement is valid for five years and may be re-issued for five years upon completion of nine quarter hours of credit in additional approved study.

1. Basic Professional Certificate

An endorsement to the Basic Professional Certificate for teaching pupils with auditory impairments may be earned by following either of two tracks:

a. Track I

An applicant for an endorsement to the Basic Professional Certificate for teaching pupils with auditory impairments through Track I must:

- (1) Have earned a bachelor's degree;
- (2) Have completed not fewer than fifty-four (54) quarter hours in general education. This will not be restricted to the general education offerings for school teachers but generally will include a considerable amount of such. Subject-matter teaching majors or minors will not be required to teach at the elementary or secondary levels.
- (3) Have completed a *professional education* core consisting of a minimum of fifteen to eighteen (15-18) quarter hours which shall include:
 - (a) Physical and psychological foundations,
 - (b) Social and educational foundations,
 - (c) Elementary methods, and
 - (d) Directed observations of elementary and secondary classroom procedures;

- (4) Have completed not fewer than thirty-nine (39) quarter hours of specialized preparation for teaching pupils with auditory impairments, including an introductory course in special education or in the psychology of exceptional children; and
- (5) Have been recommended by an institution whose program of preparation has been approved by the State Board of Education.

b. Track II

An application for an endorsement to the Basic Professional Certificate for teaching pupils with auditory impairments through Track II must:

- (1) Have earned a bachelor's degree;
- (2) Have an elementary or secondary teacher's certificate;
- (3) Have completed not fewer than thirty-nine (39) quarter hours of specialized preparation for teaching pupils with auditory impairments; and
- (4) Have been recommended by an institution whose program of preparation has been approved by the State Board of Education.

2. Professional Certificate

An applicant for an endorsement to the Professional Certificate for teaching pupils with auditory impairments must:

- a. Hold or be eligible to hold the Basic Professional Certificate with an endorsement for teaching pupils with auditory impairments;
- b. Have earned a master's degree or has completed an approved program for teaching pupils with auditory impairments consisting of not fewer than fifty-five (55) quarter hours earned after meeting the requirements for a bachelor's degree;
- c. Have completed not fewer than three years of teaching experience verified as being successful; and
- d. Have been recommended by an institution whose program of preparation has been approved by the State Board of Education.

Extension Division

A most satisfying part of the total program of the Utah School for the Deaf was the growth of the Extension Division. Classes located in Salt Lake City realized a sizeable increase in enrollment during the 1968-1969 school year. The enrollment increased from 78 students in 1967-1968 to 114. The students were housed in the following schools: Dilworth, one class; Emerson, two classes; Uintah, one class; Glendale Park, five classes; Glendale Jr. High, one class; South High School, one class and the preschool in the Primary Children's Hospital. We had a further increase in enrollment in the 1969-1970 school year to a total of 117 students and were housed at the same facilities with the exception of the preschool which moved, because of increased enrollment, to the St. Mark's Educational Building. The students, including the preschool program, were drawn from the following school districts: Davis, Tooele, Murray, Salt Lake City, Jordan, and Granite. They were drawn from various school districts to enable homogeneous class groupings.

The 1968-1969 administrative staff consisted of Dr. Grant Bitter as

half-time Curriculum Coordinator, Mrs. Justine Seamons, Assistant Curriculum Coordinator, Miss Sharon Nawrocki as supervising teacher of the preschool and Miss Karen Lundberg as the division secretary. Due to the continued growth of the division, the recommendation for a full-time Curriculum Coordinator was carried out in the 1969-1970 school year. Dr. Grant Bitter left the staff to assume duties in the teacher training program at the University of Utah and Mr. Charles Peters was appointed as full-time Curriculum Coordinator. Miss Karen Lundberg continued as secretary. The 1968-1969 teaching staff consisted of: Miss Nancy Bennett, Miss Margot Butler, Mrs. Barbara Hadfield, and Mrs. Lynda Holdaway. Mrs. Legia Johnson and Mr. J. Boyd Nielsen were transferred from the Ogden campus. Mrs. Nancy Payne, Mrs. Karen Phillips, Mrs. Agapita Raneses, Mrs. Sharon Visser, Miss Jane Schoenfeld and Mrs. Raelynn Swenson completed the special core of trained teachers of the deaf. Mrs. Mave Treadway acted as part-time Eurythmics Specialist. All of the staff were certified teachers of the deaf with the exception of the three nursery teachers and the Eurythmics Specialist who were certified in their respective areas.

The following changes took place in the administrative and teaching staff for the 1969-1970 school year: Mrs. Margot Butler resigned to accept a teaching position in Germany, Miss Robbie Sue Knighton assumed the supervising teaching assignment in the preschool. Miss Danielle Lamothe, Miss Dora Laramie (transfer from the Ogden school), Mr. Ervin Mantle and Miss Sharon Nawrocki took on new assignments at the school. Mr. Boyd Nielsen was transferred to Ogden, Miss Karen Phillips left to become a homemaker, Mrs. Raelynn Swenson left after a month of school for personal reasons, Mrs. Mave Treadway and Mrs. Justine Seamons left to become homemakers.

The school was fortunate in having teachers on our staff from the following universities: Columbia University, University of Utah, New York University at Buffalo, Gallaudet College, Northwestern University, Utah State University, Washington University, Iowa State University and Michigan State University.

There are many benefits derived by having the Extension Division housed in public schools. Students participated jointly with the hearing peers in activities such as clubs, sports events, social events and drivers education. The daily exposure of the deaf to the hearing world and of the hearing world to the deaf has been extremely valuable. The integration program which depends on this exposure has proven successful. To accomplish this program our students have been aided by approximately sixty different public school administrators, counselors and teachers who have given their time and support during the past two years. This integration has taken place on a class and individual basis from kindergarten through high school. Twenty-six different students have been integrated in one to five classes per day. Integration has taken place in the following areas: arithmetic, reading, history, algebra, physical education, office mathematics, consumer mathematics, advanced woodwork, advanced clothing, auto body, home living, health, chemistry, vocational clothing, type, zoology,

art and band. Students have consistently scored with average and above grades. We have had students on the honor roll at South High and at Glendale Junior High. We also currently have thirty-six (36) students integrated full time in six different school districts. Their hearing losses range from hard of hearing to profound.

Our goal in the area of curriculum in the past two years has been better continuity. Workshops have been held with the teachers in speech, reading and mathematics.

Numerous field trips were taken to enhance concepts learned in the classroom. The classes visited such places as the Cumming's Candy Company, The Rock Hound Shop, Sutherland's Lumber Yard, Deseret Book Company, Interstate Brick Company, Salt Lake Police Department, Geneva Steel Company, a produce warehouse, the Salt Lake Mayor's office, Clem's Fishing Hole, a clothing factory, a turkey farm, the Museum of Natural History, the Planetarium, a television station, Brighton and others. The outstanding services given by the community was exemplified by a field trip to the airport where a third year class of students were taken two at a time by Key Aviation for a free airplane ride. These types of services rendered by the community are invaluable and greatly appreciated.

The Extension Division provided educational demonstrations under the direction of the teachers in many different areas. Quarterly demonstrations were given at the University of Utah to enlarge the university students' knowledge in the field of Special Education. Demonstrations were also given in the public schools at the elementary and secondary levels to acquaint students with the problems of deafness. The Division was contacted by service clubs for demonstrations resulting in valuable donations of equipment. The effectiveness of the demonstration program was only possible through the unselfish efforts of teachers and parents. In conjunction with the demonstrations, tours through the division were provided to all interested groups. These programs provided the community with a broader understanding of the problems of deafness.

During the two years, the Parent-Teacher Association held monthly meetings and interesting programs were presented to the parents. Major fund raising drives such as square dances, candy and cupcake sales and ice hockey benefits were held. A special fund raising project was initiated for the establishment of a scholarship fund to aid deaf students interested in furthering their post high school education. This was accomplished by the PTA in conjunction with a local theatre company at the Salt Lake City premiere showing of the movie, "Sweet Charity". In addition to these projects, an annual Christmas party was held for all students.

The major problem facing the Extension Division is the proper education of the rubella deaf children who are now enrolled. Providing adequate facilities, teachers, and curriculum to meet their special needs is a real challenge. A national study has indicated that more than 50 percent of the rubella deaf children will be multiply handicapped.

During the 1969-1970 school year, the preschool classes moved from the Primary Children's Hospital to the St. Mark's Educational Building in



Preschool children receive instruction in language, speech and auditory training.

Salt Lake City. Forty-eight children were enrolled in the program. All of the children were in school two and one half hours, five days per week. Two sessions were available for instruction in language, speech and auditory training. Each child spent a total of one hour and fifteen minutes in these sessions and an equal time was allotted for nursery school experiences.

The instruction sessions included training in the following areas; imitative exercises, speech, sense training, reading readiness, lip reading, connected language with primary emphasis on auditory training.

The nursery school portion of the preschool was extremely successful in exposing the children to many new experiences through various media. The social growth of the children was tremendous due to exposure in free play situations and social graces established during juice time. Many field trips were taken by the preschool classes. These trips proved to be very helpful in establishing concrete language experiences so vital to the deaf child.

Parent participation was one of the prime factors contributing to a successful year in the Extension Division preschool. Weekly informal discussions were held by staff members with the parents. Monthly meetings were held at night in order to enable all parents to become involved with the planning and problem solving of the preschoolers. The parents also participated in the actual classroom teaching by contributing stories, songs, dramatizations, nursery rhymes, food experiences, and art activities. The parents did all of the planning and executing of these noted activities. Parents observed preschool classes both at assigned and preferred dates.

The preschool parents kept weekly notebooks for their individual children of experiences they had at home. These books were used as a sharing of experiences and for connected language development. A work book was also kept for each child including members of the family, animals, action words, parts of the body and many other categories. Pictures with the word labels were included in these word books.

The staff for the 1969-1970 preschool included Miss Robbie Sue

Knighton, Miss Nancy Bennett, teachers of the deaf, and three child development specialists, Mrs. Barbara Hadfield, Mrs. Tamara Cox and Mrs. Naney Hughes.

Primary Department

A great many changes occurred in the Primary Department during this report period. At the beginning of 1968-1969 Miss Shirley Porter became Curriculum Coordinator when Mrs. Kristine McGhie resigned to meet the demands of her family which had increased with the adoption of a new baby the previous spring.

The fall of 1968 also saw the beginning of the preschool program for children on the Ogden Campus. This program helped meet the needs of the great many children who were deafened by maternal rubella. Eighteen children from ages two and a half to four years were enrolled in the program. They were divided into morning and afternoon groups which each met for two and a half hours daily. At first, they used temporary and inadequate quarters in the Administration Building, but when the School for the Blind moved to their new campus, they had spacious and very adequate housing in the Primary Building.

Miss Denise Applegate was employed as a teacher of the hearing impaired who did small group tutoring on communication skills with these children, while Mrs. Tamara Southwick was in charge of the group nursery school experience.

The 1968-69 school year was the beginning of a working relationship with Ogden City Schools whereby a class composed of eight students who were hard of hearing or had very good language and lipreading ability were placed in Lorin Farr School with a trained teacher of the Deaf. This class made a very successful transition, and the entire class was able to succeed when they were integrated with hearing students for part of each day.

Perhaps the biggest change occurred when the Primary Department moved from the Administration Building to the new Primary Building when the School for the Blind moved to their new campus in January, 1969. The spacious building and the isolation from older students made for much more cohesiveness in the department and a more relaxed atmosphere.

At the beginning of the following year another Curriculum Coordinator took over direction of the department when Mrs. Aleen Jones was transferred from the Oral Classes to replace Miss Shirley Porter who resigned to teach in Germany in an armed forces school.

There were a number of changes in the teaching staff. In 1968-1969 Mr. Charles Peters took a year's leave of absence to do graduate work at Utah State University. Mrs. Lynda Holdaway transferred to the Salt Lake City Extension Classes for the Deaf, and Mr. Bert Chaston was moved to the Oral Classes. The following new teachers joined the staff: Miss Elizabeth Fleming, Miss Rosalie Reese, Mrs. Leah Tolzin, and Mr. Alfred White taught in the Primary Department. Mrs. Isabelle Thatcher moved from the Intermediate Department to teach in an integrated class at Lorin Farr school.



Education of the deaf
includes direct,
natural experiences.

At the completion of the 1968-69 school year, the teachers' ranks were struck by higher education and home duties. During the summer the school lost Miss Patricia Scott, Mrs. Karine Christopulos, Mrs. Leah Tolzin, Mr. Alfred White and Miss Linda Archer.

To replace these individuals several changes were made. The following teachers were added to the staff: Mr. John Anderson transferred from the Oral Classes to instruct the class formerly taught by Mrs. Christopulos. Returning from retirement after having served the school for long years, Miss Kate Fenton once again came to do service for the school when we faced a shortage of trained teachers. Mrs. Alice Keyes returned to teaching from the public school. Mrs. Karen Horman accepted a half day teaching assignment and Mrs. Jutta VanderHeide taught the remainder of the day.

Because of added numbers in the nursery program, Mrs. Patricia Langrock was added to the staff to work in the nursery program.

The department presented the following programs for the school and its patrons: At Easter time, 1969, a gymnastic review was given which showed things which the children had learned in their gym class. The students presented a marching drill, a demonstration of rope jumping, a dance by the younger children ("The Bunny Hop"), and a display of tumbling by the older students.

Every student in the department participated in "A Christmas Dream", which was the program presented to parents just before we left for Christmas vacation in 1969.

The following spring of 1970, when all the department showed some of their work and achievements in "An Easter Showcase", the nursery children showed how they play musical chairs, the kindergarten presented a dialogue showing sentence practice, Classes I and II did "Ten Little

Rabbits", the eurythmics group from Classes V, VI and VII did a march drill and choral reading, and Class VIII from Lorin Farr School told about the flag of Utah and sang "Utah, We Love Thee".

The preschool held a series of parent meetings during 1968-1969. These included guest speakers who discussed such topics as the nature and degree of hearing loss, use of hearing aids, child growth and development, the medical aspects of hearing and what can be done medically for children with hearing losses, and an overview of the program at the Utah School for the Deaf.

The following year two evening programs were arranged for preschool parents. These programs dealt with child development.

During 1969-70, frequent parent conferences were conducted to assist the preschool parents with individual problems, either on matters of child development or on specific language instructions and development.



Musical chairs can be fun and educational for the hearing impaired.

In addition, classes were held for all parents with children in the Primary Department on a number of Fridays just prior to the close of school. These classes were aimed specifically to assist parents in improving their communication with their children.

The children were again the recipients of lovely Christmas parties sponsored by the Lady Lions Club each year. These were complete with a program, refreshments and, of course, Santa Claus with toys for everyone.

The Junior League presented the puppet show "Sleeping Beauty" in 1969 and "The Mod Little Pigs" in the spring of 1970.

There were numerous special activities and field trips carried out in the hopes of expanding the children's knowledge and language as directed by the language curriculum. These included fishing at a trout farm; a trip to a turkey farm; visits to Santa Claus and Christmas Village; a trip up Big Cottonwood and Little Cottonwood Canyons to study rock formations; ice and snow as studied in science; a visit to a dairy farm; a train ride to Salt

Lake City to go to the zoo; visits to the pet store, a bakery and a public school; an excursion to Hardware Ranch to see the elk being fed, and many, many more.

Dr. Max Malan came each year and presented information on dental health and tooth care to our third and fourth year students.

In addition to the student teachers from our teacher training program, we also had a number of students from Weber College Child Development classes who observed and participated in our younger classes, especially the nursery program.

The faculty held a number of meetings in which they studied and discussed ways to implement the language curriculum. Several teachers experimented with using a dialogue technique, such as is used in teaching a foreign language, to make language more functional for their classes. It was noted that these children seemed to converse more and use the expressions they had learned in many other situations. There seemed to be merit in continuing and studying further this approach to establishing communication with young deaf children.

Considerable use was made of the video-tape machine. It was used so that teachers could tape a lesson they conducted and then observe themselves to see ways in which they might improve. It was also used as a means of giving demonstrations in the department faculty meetings. The teacher and her class would be taped during the regular school time. Then the demonstration would be replayed for the department meeting.

The writing and keeping of behavioral objectives was an important innovation which was begun in 1968-1969. Each teacher was assisted in preparing a set of observable, measurable goals for the various subjects he taught. At specified times each was to determine how nearly each student had accomplished the goal which was set. At the end of the year these objectives and an evaluation of each student's accomplishment of them were prepared and placed in notebooks for each class. One notebook for each class was kept in the Curriculum Coordinator's office as part of a permanent record. A second copy of the objectives and accomplishments for each child was kept and given to his teacher the next fall to serve as a guide as to what had been covered and what concepts needed more emphasis.

The writing of objectives was carried on the next year, as well. However, the second year some attempt was made to simplify the procedure and make it even more useful since it had been a very time-consuming task, in some instances, the first year it was attempted.

Simultaneous Classes

During 1968-1969 the enrollment of the Simultaneous Classes dropped to only twenty-three (23) students. Due to the wide span of ages and differing grade levels, it was extremely difficult to have good homogeneous groupings, thus making it more difficult to reach the children. This low enrollment also limited the kinds of activities in which the department could participate. Several dance-events took place between the Oral and Simultaneous Classes.

Our students participated in monthly socials under the direction of the self-supporting student council. Advisors were Mr. Thomas Van Drimmelen and Mrs. Dora Laramie. The outstanding events of the year were the annual Christmas party, the annual steak fry and the annual officers banquet.

The 1969 graduating class from this department included Marilyn Christiansen, Maria Garcia, Diane Hammond and Ernie Salazar.

The 1969-1970 school year introduced a number of new faces to the Simultaneous Classes which increased the enrollment to 26 students. Mrs. Dora Laramie was transferred to the Salt Lake Extension Division and Mrs. Priscilla Burdett replaced Mrs. Laramie. Mrs. Burdett also replaced Mrs. Laramie as advisor to the student council, while Mr. Jensen was added as a third advisor. The various activities of the student council were somewhat near those of last year.

A chapter of the Junior National Association of the Deaf was started with a membership of twenty-three (23) students. Those composing this association had to be eighteen (18) years old or over. This new organization has become very popular and chapters have been formed in nearly every school for the deaf in the United States. The purpose of this organization is to teach the young people of today to become good leaders for tomorrow. Mr. Donald Jensen and Mr. Albert Thurber were the advisors for this new organization. We have hopes that this new organization will



Teacher - student interaction proves worthwhile with new reading series.

become one of the most outstanding organizations in our school in a few years and that we will be able to send representatives to the upcoming conventions.

The 1970 graduates were Ismael Briseno, Kathleen Allen and Carolyn Armstrong. Kathleen Allen was accepted at the National Technical Institute for the Deaf in Rochester, New York, which requires an admittance examination and Ismael Briseno is taking a course in vocational work at Seattle Community College in Seattle, Washington.

Intermediate and Oral Classes

The 1968-1969 school year introduced a number of new faces to the Oral Classes. They were Mr. Robert Moulton, Mrs. Peggy Anderson, Mr. Keith Tolzin, Mr. Joe Galey, Mrs. Freeda Donaldson, and Mr. Bert Chaston.

Four teachers left the Intermediate and Oral Department; Mrs. Isabelle Thatcher left the Department to take a teaching assignment in the Primary Department; Mrs. Legia Johnson transferred to the Extension Division to teach in Salt Lake City; Mrs. Miriam Cooper retired; and Mr. Milo Bishop resigned to attend the University of New Mexico for graduate work. Mrs. Aleen Jones served as Curriculum Coordinator for the Oral Classes during this period.

The school year began with the election of studentbody officers. The studentbody officers for the Intermediate Department were Dixie Dawson, President; Vickie Everett, Vice President; Loretta Crawford, Secretary; Cindy Tuckett, Treasurer; with Doug Carpenter serving as student council advisor. Mr. John Anderson served as student council advisor to the Oral Department. The officers were Paul Arthur, President; Kathleen Allen, Business Manager; Tedi Ann Ercanbrack, Secretary; Becky Call, Treasurer; Pete Mazza, Boys' Association Representative; and Laura Fisher, Girls' Association Representative.

Throughout the year the studentbody supported athletic events which were held at the school. There was a very active pep club which marched at several games. The cheerleaders were very active throughout the year, assuming regular responsibilities of leading cheers at the games, along with participation in other activities such as the Cheerleading Clinic held at Olympus High School in Salt Lake City, demonstrations, etc. The advisors to the pep club were Mrs. Keith Tolzin and Mrs. Peggy Anderson, and the advisor for the cheerleaders was Miss Rosalie Reese.

The studentbody enjoyed many activities throughout the school year: a Halloween Party which included costumes, a spook alley and games; swimming parties; viewing the National Theatre for the Deaf in Kingsbury Hall at the University of Utah; tubing during the winter months; a Christmas dance; a movie; a Valentine Party; and winding up their activities by participating in a spring picnic at the Mount Ogden Park.

During the school year there was an active Speech Club, advised by Mr. Richard Snow, Mr. Alfred White and Mr. Calvin Cragun. This club was for students who wanted to improve their speech and to help encourage other students to practice their oral communicative skills. The Speech Club

members were to be exemplary in their efforts to communicate orally. During the year they participated and were rewarded by taking part in a number of socials (in addition to their weekly club meetings) which included a Speech Club Welcoming Party, a trip to South High School to stay with students who are deaf in our Extension Division in order to observe classes for the deaf in a public school setting, a visit to the American Fork Training School as an educational activity, a Christmas dinner and caroling party, a movie, and a fund-raising project.

Mr. Robert Moulton and Mr. Keith Tolzin were leaders for an active Explorer Troop which met each Wednesday evening throughout the year. Many projects were undertaken which included snowshoeing, participating in a gun-safety program, viewing of outdoor films supplied by the Forest Service, plus many other Explorer activities.

Miss Patricia Scott and Mrs. Freeda Donaldson directed a Girl Scout Troop which also enjoyed many activities.

The Oral Classes presented the Christmas Program for the school. This activity served as a language project with each class being assigned a scene from Dickens' Christmas Carol. Mr. Duane Harrison, Director of the Teacher Training Program and a teacher in the department served as director of the one-hour production. The play was a huge success, and parents and students found it most entertaining.

The graduates from the Oral Classes were: Paul Arthur, Dale Cook, Rose Marie Florez, Joyce Hunt, Ricki Orlandi, Jerry Roach, Joyee Woolsey, and Julene Yazzie.

Several changes in personnel took place for the 1969-1970 school year. Mrs. Aleen Jones was transferred to the Primary Department to serve as Curriculum Coordinator. Mr. J. Boyd Nielsen was transferred from the Salt Lake Extension Division to serve as Curriculum Coordinator for the Intermediate and Oral Classes. The following teachers joined the staff: Mrs. Susan Bureh, Mr. Robert Nelson, Mrs. Roberta Suttlemyre, Miss Margo Stevens and Mr. Blaine Seamons. Mr. John Anderson was transferred to the Primary Department. Others to leave included Mrs. Freeda Donaldson and Miss Anna Starr, who both retired, Miss Geraldine Parker, Mrs. Peggy Anderson, Mr. Joe Galey, and Mr. Keith Tolzin.

The school year began with the election of our new studentbody officers for both the junior high and high school departments. The new officers for the junior high department were Craig Opheikens, President; Melissa Penrod, Vice President; Dixie Dawson, Secretary; Loretta Crawford and Betty Yee, Treasurers; with Mr. Doug Carpenter serving as advisor. Mr. Robert Moulton and Mr. Robert Nelson served as advisors for the high school student council, composed of Stephen Lybbert as President; Brent LeFevre, Vice President; Loraine Jacobsen, Secretary; and Becky Call as Treasurer and the homeroom representatives.

The studentbody officers planned and organized many special events throughout the school year. A fund-raising project involved the most work for the student council and studentbody. The students presented for the public a talent program entitled, "An Evening of Entertainment." The pro-

gram ran for two consecutive nights. ZCMI and Penney's each provided a \$10.00 gift certificate, and Wolfe's provided us with a special price reduction on any item we desired to purchase. Approximately \$100.00 was spent for incentive prizes which were awarded to the students. The program was well attended by the public and the fund-raising activity was a huge success.

Other activities included dances; a halloween party with a spook alley, including traditional activities such as bobbing for apples, pie-eating contests, foot races, and dancing; attending the play entitled, "Please Don't Sneeze" presented at Weber State College; a stocking stomp; a progressive Christmas dinner party in which the entire high school department was bussed to each of the teacher's homes, featuring courses ranging from spare ribs to hot applesauce over ice cream; camping trips; and culminating the year's activities by having a Spring Formal.

We continued to have a very active cheerleading unit and pep club. Sharadee Opheikens, Mary Ann Hutchings, Vickie Everett and Debra Chatlin represented the Oral Classes as cheerleaders. Representing our department as pep club members were Loraine Jacobsen, Barbara Clay, Barbara Jeppson, Tedi Ann Ercanbrack, Susan Colvin, Cordie Fox, Valerie Von Elm, and Cindy Wilson. The pep club and cheerleaders spent a busy year directing pep rallies, leading cheers during the games, along with having special dinners, slumber parties, and hosting other pep clubs from the region. The cheerleaders and pep club members also posted the colors at Parent-Teacher Association meetings throughout the year. Mrs. Susan Burch served as advisor to the pep club and Miss Margo Stevens was advisor for the cheerleaders.

During the year many interesting and educational programs were developed. These included a reading incentive program through which many students began taking a greater interest in reading. In February KALL radio invited one of our classes to record the Pledge of Allegiance to be played over the air. Each of our science classes participated in a school science fair held for the first time on a school-wide basis. Two winning projects represented our school at the region Science Fair at Weber State College. The students saw a demonstration of cutter racing presented by a member of the maintenance staff. During the spring the students participated in a kite flying contest. One of the final activities of the year was a behavior modification project in which an incentive was provided for the students to use good speech.

Each month during the school year both the junior high and senior high school studentbody were entertained in a speech assembly. Each homeroom class presented an assembly during the year which involved activities requiring speech and student involvement.

In March, the Utah School for the Deaf hosted the 1970 Drama Festival for Region 5. Six of our students participated: Linda Snodgrass gave a humorous reading and was given a "good" rating; Allen Squires did a pantomime and was awarded a "superior" rating; Brad Jenkins and Brent LeFevre, in a team pantomime, also received a "superior" rating; Earl Jacko and Cindy Wilson picked up an "excellent" rating for their panto-

mime. Three students representing the Oral Department went to the state finals held at the Brigham Young University. Allen Squires, Brad Jenkins and Brent LeFevre, each received an "excellent" rating.

One of the highlights of the year took place when the entire junior high and senior high school studentbody participated in a dinner-date affair with students from Ogden High School. Mr. Robert Moulton and Mr. Boyd Nielsen took seven students to Ogden High School to demonstrate how to communicate and get along with hearing-impaired peers. Many questions and much enthusiasm were generated among the hearing students. Approximately 60 Ogden High School students came to our school for a blind date which provided a date for every student in our high school. The junior high students served at the banquet. After the dinner, all of the students went to a movie together at one of our local theatres, and the hearing students interpreted orally for their deaf partners. This proved to be a success with all of our students wanting to do it again the following year, and the hearing students suggesting we do it twice during the coming year. Both groups of students benefited socially, culturally and educationally.

Debra Chatlin and Stephen Lybbert received the Utah Association for the Deaf Achievement Awards at the graduation exercises. Graduating were Kathy Marosok, Barry Pierce, Kevin Locke, Carl Duffin, and Jimmie McPhie.

During the next two years a continuation of change and hopeful improvement will be maintained. One area needing attention is an active parent education program. Plans are being made to implement such a program. Through regularly scheduled meetings at the school some of the items which might be discussed with parents would be: 1) Problems and challenges facing oral education, 2) Communication between parents and child, 3) Problems at school and how parents can help, 4) The role of a parent in a residential school, 5) Language and the deaf child, 6) How to maintain carry-over between school and home, 7) How to encourage and foster oral skills in the home, 8) Parents' role in education in the home, and 9) Other items which parents might request help and information on.

Educational Media and Instructional Materials

During this biennium Mr. Paul Steinfeldt was appointed as Media Specialist for the Utah School for the Deaf. Mrs. Agnes Orr continued as the head librarian.

Responsible selection and use of instructional materials requires forethought and planning. When Captioned Film Services, the agency of the Department of Health, Education, and Welfare supplied our school with numerous devices for instructing deaf children, such as overhead projectors, filmstrip projectors, dry mount presses, thermofax machines, screens and carts, their forethought and planning became evident. Since the initial devices were received we have been provided with two 35mm cameras, a language master, an 8mm movie projector, a Sony Video Recorder, two record players, a tape recorder and other devices for preparing stored messages for later instruction in the classroom. The additions were made from Federal and State funds.



Many new educational materials can be found in the card catalogue.

Recommendations:

The media center at present is spread out into several areas of the school. We would recommend the building of a coordinated media center to improve the efficiency of services to teachers and to students. Such a center should include all phases of media, such as the library and the production facilities.

At the end of the 1966-1968 biennium Mrs. Alice Harper was hired as an assistant clerical helper which eliminated much of the routine items for the librarian.

Outstanding Services Rendered

1. A librarian and assistant available in the library three days a week from 8:00 a.m. to 4:00 p.m. each school day. At the beginning of the 1970 school year the librarian or assistant was available for the eight hour period every school day.
2. Loans of materials, especially captioned films for the deaf, to satellite schools.

Media Additions (Software)

1. An increase in book count of 1388 volumes. Many of these are paperbacks.
2. Additional single transparencies mounted and cataloged 1129.
3. Captioned films increase of 146 films.
4. Slide file increase of 612 (individual)

Total media items cataloged and stored 1966-1968 was 7,101. In 1968-1970 the number of 10,700 showing increase of 3,599 items in the two-year period.

Recommendation

The head librarian recommended that the school hire a full-time clerical assistant and a full-time librarian to serve the School for the Deaf for a 9½ month period.

Industrial Arts Department

The Industrial Arts Program has functioned during the last biennium under the guidelines set forth by the Board of Education. Mr. Fletcher has continued in his role of Curriculum Coordinator of this department since 1967. At the beginning of the biennium, Mr. Fletcher's staff consisted of three full-time teachers and nine part-time teachers. Problems in locating and sustaining a qualified and dedicated part-time staff caused a re-evaluation of the program. This resulted in a gradual shift from part-time teachers to full-time teachers able to teach two or more related areas. The staff now consists of seven full-time teachers and five part-time teachers. There were sixty-two boys and forty-nine girls between the ages of twelve and twenty-one years enrolled in the program. There were also thirty-six primary age children involved in an arts and crafts program on a one period each week basis.

Some of the original staff left us for other employment. They are as follows: Mr. Arlo Elwood (Drafting), Mr. John Gieben (Upholstry) and Mr. George Evenhouse (Tailoring) left the school in 1969. Mr. Jesse Bradley (Welding), Mr. Dennis Beck (Small Engine Repair), Mr. Delyle Jensen (Automotive), Mrs. Kate Farber (Beauty Culture) and Mrs. Lynette Downey (Beauty Culture) left the school in 1970. All of the above were part time teachers who were employed for one or two periods in late afternoon or night school programs.

The vocational staff during this biennium was composed of Mr. Benton Patten (Arts and Crafts), Mr. Don Jensen (Woodworking Skills), Mr. Verl Jensen (Metal Working Skills, Autobody and Upholstry), Mr. Warren Robinson (Shoe Repair), Mr. Kenneth Burdett (Graphic Arts), Mrs. Marie Dursteler (Typing and Key punch), Mrs. Fern McDonald (Dry Cleaning), Mrs. Maurine Humphris (On-the-job Training and Home Economics), Mrs. Norma Moffit (Home Economics), Mrs. Claron Haglund (Home Economics and Apartment Living), Mrs. LaVern Burnett (Power Sewing), Mr. Mike Archuleta (Barbering), and Mrs. Lynette Downey (Beauty Culture).

There are six parts to the program which come under two main divisions:

I. *Industrial Arts Program*

A. Beginning Industrial Arts

When students reach the junior high school, they begin training in general Industrial Arts and Home Living skills. These are exploratory in nature and are designed to provide background experiences upon which future vocational choices may be based. Through these courses students become familiar with basic tools, materials and concepts of industry. Students attend these classes one period each day.

B. Advanced Industrial Arts

From about fifteen to seventeen years of age, students rotate through a series of classes learning and exploring in various vocational fields. These classes are concept oriented. They explore the basic vocational possibilities of wood, metal, fabric, leather and upholstery, art, draft-

ing, printing, photography, business, dry cleaning, power sewing and home economics. Numerous field trips to local businesses and industries are included in these courses.

II. *Vocational Training Program*

The vocational training is concentrated into major areas. This training may start for a student at age 17 or any time thereafter. The decision to orient a student in this vocational rather than academic program is arrived at by mutual agreement of teachers, administrators, parents, and students. After the decision is made, a program of vocational specialization is set up. A minimum two year program is required but students are encouraged to stay a maximum amount of time to improve their skills and knowledge. A vocational graduation certificate may be received by a student any time after two full years in the vocational training program, passing a vocational proficiency test, and if the student has an academic Stanford Achievement Test score average of 4.5. A student may receive a certificate of completion after 20 years of age. Students who do not enter into a vocationally oriented program, but choose to remain in an academic track, will continue to devote two periods of their school day to vocational preparations. This vocational training is broken into four directions.

A. Regular Vocational Track

In this program the students learn manipulative skills as well as subject matter related to the trade. Diversification of learning within a trade area is stressed.

B. Cooperative Education Program

Where possible and applicable, outside learning experiences are used. Eight students attended vocational classes at Weber State College along with hearing college students on a half day basis. Five girls have attended Stevens Henager Business College. Three girls have attended local beauticians schools. Two girls have attended special vocational classes in public school.

C. On-The-Job Training Program

A special program of work experience and on-the-job training was set up for students with special problems such as multiple handicaps. Regular vocational track students who have gained a degree of skill have been placed in part-time working situations.

D. Night School Program

Additional training open to all students 15 years and older has been offered through a night school program. This program has not been as successful as at first anticipated. Participation in the program was strictly voluntary and students were already involved in vocational programs from two to six hours daily; not too many were interested in spending more time at night. The program has, therefore, been diminished to two classes. They are barbering and beauty culture.

Physical Education and Athletic Programs

The Utah School for the Deaf continued to be a member of the Utah High School Activities Association. The school has been a member of the Association since 1963. As a member, the school participated in such

activities as football, basketball, wrestling, track and field, drama, cheerleader clinics, regional commercial meets, and photography clinics.

Due to the great distance between schools in Wyoming it was decided to drop eight man football. This brought on a new challenge and the school joined the ranks of Region V eleven man football.

From 1968 through 1970, Mr. Calvin Cragun served as head football and basketball coach. Mr. Richard Snow acted as the assistant in both of these sports. Much stress was given to fundamentals of these sports. During this period the school won its first varsity level basketball game against Manila High School. Following this surprising victory, the Ogden Exchange Club presented the school with a trophy for that victory.

A most enlightening factor during the 1969-1970 school year was approval by the region Board of Managers to play boys from ages nineteen (19) through twenty-one (21) years of age. This rule was waived for the school due to the extra physical limitations found with our students.

FOOTBALL SCOREBOARD

1968-1969 Football Scores			1969-1970 Football Scores		
U.S.D.	Opponent		U.S.D.	Opponent	
6	32	Mountain View High	6	6	Industrial School
12	60	Cokeville High	14	72	Mountain View
21	42	Big Piney High	14	34	South Rich
6	33	Lyman High	0	32	Park City
36	39	Big Piney High	8	55	Dugway
12	15	Dubois High	7	32	South Rich
			13	24	Park City
			6	38	Dugway
Wins — 0			Wins — 0		
Losses — 6			Losses — 7		
			Ties — 1		

BASKETBALL SCOREBOARD

1968-1969 Basketball Scores			1969-1970 Basketball Scores		
U.S.D.	Opponent		U.S.D.	Opponent	
51	64	Lyman High	26	49	Alumni
39	89	Wendover High	48	64	Park City
33	55	Big Piney	54	73	Manila
35	81	Dugway	31	61	Park City
68	71	Tintic	45	48	Uintah
60	70	Wendover	69	54	Manila
71	98	St. Francis	45	72	Wendover
49	78	Dugway	50	93	Tintic
45	57	Big Piney	49	84	Dugway
89	27	Idaho School for Deaf	71	83	St. Francis
61	78	Tintic	57	95	Wendover
43	70	Lyman	55	103	Tintic
			64	81	Dugway
			47	79	St. Francis
			52	73	Mountain View
			65	42	Idaho School for Deaf
Wins — 1			Wins — 2		
Losses — 11			Losses — 14		

Mr. Jerry Taylor continued to act as head track coach during the biennium. Mr. Bert Chaston and Mr. Calvin Cragun acted as assistants to the



Competitive athletics continued to dominate our physical education activities. program.

The school finally acquired the track that had been requested for several years. This permitted the school to host several important track events.

On May 6, 1969 the Utah School for the Deaf won eight first places in the Region V Track Meet. The track team missed winning the entire meet by just a slim three points.

The Utah School for the Deaf entered several meets including the Brigham Young University Invitational Meet, and a meet held at South Summit High School hosting smaller high schools from the State of Utah.

During the biennium, the Utah School for the Deaf had several promising track stars. These trackmen were Randall Furlow, Raymond Monson, Daniel Carrera, Edward Hofseth and Frank Krohn. Randall Furlow was the most outstanding Utah School for the Deaf runner. He garnered first place in the 220 yard dash and second place in the 100 yard dash at Region Five Track Meet.

Physical Education Classes

Competitive athletics continued to dominate physical education activities within the school due to the limitation of enrollment. During this period Mr. Richard Snow taught several classes to younger students in physical education. A specially designed curriculum used in public schools was used to carry out the program. Activities were chosen from a variety of games, sports and large group activities.

Plans were made during this period to begin a new baseball field. Much work has already taken place. A sprinkling system has been installed by the maintenance staff. Much of the work undertaken has been done through the efforts of volunteer help. The field should be ready for use near September, 1971.

Dormitories

With an eye toward the welfare of the students and with a desire to be continually improving conditions, the school has tried to foster a more natural and stimulating environment, one which would encourage independence, self-discipline, and good citizenship in the hearing world.

In order to accomplish these aims, continuing in-service weekly training

meetings for all dormitory counselors have been held. The dean of students has been on call at all times to help the houseparents with their problems, and to give them suggestions as to how to work with the children. He also assisted with on and off campus activities.

During this time, an effort has been made to encourage parents to take the children off campus for weekends and holidays in order that they may remain in close contact with their hearing peers. In spite of these efforts, approximately fifty (50) percent of the students still remained on campus over the weekends.

During the past few years, attempts have been made to teach the children self-reliance and proper use of independence. Part of the process is to give the students more freedom of choice. However, during this transitional period from a highly structured, controlled environment to a more democratic one, some over-reacting and confusion of limits has been experienced and was expected. We have attempted to educate the dormitory supervisors and the children to administer, respond to and accept the "natural consequences" of their behavior.

During the biennium, the practice of hiring couples to be in charge of the girls has been de-emphasized and women have been hired for these positions in keeping with the strong preferences of the girls and their parents.

In 1969 and 1970 we were directed by the Attorney General to place dormitory counselors on a forty (40) hour per week work schedule which has resulted in a substantial increase in number of relief counselors required. We now need to move toward a program of training for the weekend supervisors so they will function more harmoniously with the general school program. We have a desire to arrange for enough personnel so that weekend supervisors can take small, homogeneous groups on experience outings.

Various physical changes have been helpful. The Junior League continued work on the Woodbury recreation area. The basic area is complete with carpeting or tile on the floors. Ceilings have been lowered in the quiet room and lights were installed. Four rooms were painted.

The quiet room for younger children was equipped with building blocks, a playhouse corner, a reading center, and two large low-to-the-floor chalk boards. Decorative animal cut-outs have been placed on the walls. The active playroom for the primary children has such things as wagons, tricycles, scooters, balance board, jungle gym and a basketball standard. The ceiling is acoustically treated and drapes will soon be hung.

The older students' activity room has two ping pong tables and a pool table. Deck shuffle board has been provided for and dart boards have been supplied. Half of the room is carpeted and half is tiled.

Arts and crafts have been provided for and sessions were conducted with instruction being given by the Junior League for a variety of interesting projects. Projects included such things as making Christmas presents, bulletin boards, keepsake boxes and drawings.

Other physical changes include new foyer furniture, new tile on the

steps of the boys dormitory. Decorating has been aimed toward a "home-like" atmosphere.

An apartment has been constructed with the purpose of training older students to be self-sufficient and to prepare them for independent living. Here two students live for six weeks putting into practice the theories learned in the homeliving classes.

During the 1969-1970 school year the boys and girls eighteen years of age and older were designated as "post high." Oral and simultaneous students were grouped and given an opportunity to experience more self-governing and self-disciplining responsibilities. The Junior League has been most helpful in assisting with field trips, arts and crafts, and is now aiding teachers in classrooms. Swimming instruction and recreation have been enjoyed at the School for the Blind. A sound system which was donated by the Kiwanis Club has provided an opportunity for record dances and listening enjoyment. Weekly evening films have been provided by the Captioned Films for the Deaf. These and the "Tiki Room" have provided much enjoyment and many broadening experiences for the students.

Dormitory Personnel Used During 1968-1969 and 1969-1970
1968-1969

Mr. and Mrs. Young	Primary Boys
Mr. and Mrs. Curtis	Older Primary Boys
Mr. and Mrs. Davis	Intermediate Boys
Mr. Layne	Older Oral Boys
Mr. Knowles	Simultaneous Boys
Mrs. Pope	Primary Girls
Mrs. Day	Intermediate Girls
Mrs. Qualls	Older Girls - Oral and Simultaneous

1969-1970

Mr. and Mrs. Young	Primary Boys
Mr. and Mrs. Davis	Intermediate Boys
Mrs. Downer	Intermediate Simultaneous Boys
Mr. Layne	Oral High School Boys
Mr. and Mrs. Richins	Post High School Boys-Oral and Simultaneous
Mrs. Pollock	Primary Girls
Mrs. Hardy	Junior High School Girls
Mrs. Butler	Oral High School Girls
Mrs. Qualls	Post High School Girls-Oral and Simultaneous

★ ☆ ★ ☆ ★

As indicated above, the past Biennial Report indicated that the staff has worked most diligently. We hope that the above reports are indicative of productive efforts on the part of the faculty. We hope that recommendations being made in this report can be fulfilled.

Respectfully submitted,
Tony Christopulos, Principal

AUDIOLOGICAL AND PSYCHOMETRIC REPORT

By Dr. Melvin A. Nielson, *Audiologist - Psychologist*

During this biennial period, audiological services were available at the Utah School for the Deaf on a four day per week basis. The following services were given:

1. <i>Audiological Examinations</i>	
Ogden Campus	104
Salt Lake Extension Classes	62
Preschool (both campuses)	37
School for the Blind	34
Total	237
2. <i>Hearing Aid Evaluations</i>	
Total completed (Utah School for the Deaf)	95
Total completed (Other agencies)	11
New hearing aids recommended	38
Loaner aids fitted	26
Replacement earmolds made	164
3. <i>Hearing Aid Services</i>	
Minor repairs and maintenance	684
Electro-acoustical analysis	32
Hearing aids for major repairs	32
4. <i>Special Audiological Test Referrals</i>	
From private physicians	34
From school districts	45
From other state agencies and community sources	37
5. <i>Student Identification, Parent Counseling and Followup</i>	
During this biennial period, several counseling sessions were held with parents to interpret test results and make recommendations relative to medical referrals, hearing aids, and special rehabilitation needs. In addition to several home visits, six state-wide trips were made in cooperation with the State Department of Health to locate and identify potential students with hearing impairment. During these state-wide trips, parents were also counseled and advised. A new portable audiometer was obtained for testing on these trips. All potential hearing impaired students for the Utah School for the Deaf are entered on a registry. Also, two trips were made by the audiologist to Alaska to visit the villages and parents of the students as well as agencies involved in the education of these students.	
6. <i>In-Service Training</i>	
Audiology students from the University of Utah and Utah State University	5
Lecture sessions for teachers in training at Utah School for the Deaf	7
School orientation and audiological presentations to universities, school districts, P.T.A. groups and school staff	11
Participation in the special "Environmental Days" at Weber State College—Subject: Noise Pollution. As a result of	

this presentation, three articles appeared in the newspapers concerning this topic.

7. *Research and Projects*

As a result of a previous federally supported research project concerning auditory training systems, a publication entitled "An Experimental Comparison of Group Amplification Systems" was completed and sent out to all schools for the deaf in the United States. Also, in cooperation with the University of Utah Medical Center, 25 deaf students at the school were tested as part of our research project concerning "Acoustical Impedence Measurements of the Middle Ear." Implementation of the rubella registry was completed. The audiologist participated in the state-wide "Save a Child in '70" campaign.

Evaluation as to the etiology of deafness was completed concerning the students at the Utah School for the Deaf. Also, the audiologist attended a special seminar on diagnosis and treatment of rubella deaf children held in Kansas City.

Psychological and Achievement Testing

Psychological testing was completed by the school audiologist-psychologist with some referrals made to outside agencies. The following is a summary of testing completed:

Leiter International Performance Scale	54 students
(Non-verbal I.Q. Test)	
W.I.S.C.	21 students
Special Diagnostic, Perceptual and Motor Skill Tests	34 students
Stanford Achievement Tests, Forms W & X	385 students
(All levels given in spring of 1969 and spring of 1970)	
Psychiatric Evaluations	5 students

Education of the Deaf-Blind

Due to the epidemic of rubella in 1964-65 several children in the State of Utah have the double impairment of deafness and blindness. In previous years educational facilities were not available to these children within the State. Most of the students were sent to Perkins Institute for Deaf-Blind in Watertown, Massachusetts. However, in this biennium, federal funds became available to initiate a regional program for deaf-blind children with headquarters in Denver, Colorado. This is a six-state region including Utah.

At the present time six deaf-blind children are enrolled in a day program located in the Granite School District in Salt Lake City. In addition to these students, the State Schools for the Deaf and the Blind are responsible for one student, Elizabeth McClellan, who is enrolled at the Perkins School. She has been attending this school for the past ten years.

One other deaf-blind student from the Ogden area was receiving tutoring from the State School for the Deaf. Three additional students are not receiving service at the present time. However, placement is pending. The other known deaf-blind students are enrolled at the State Training Center in American Fork, Utah.

TEACHER TRAINING PROGRAM

By C. Duane Harrison, *Director of Internship*

Under Public Laws, 85-926 and 88-64, federal funds were once again available for training teachers of the deaf. During 1961-1962, the Utah School for the Deaf and the University of Utah organized a two-year under-graduate program that would qualify for federal assistance. (Classes were held during the years of 1962-1963, 1963-1964, 1964-1965, 1965-1966.)

At the beginning of the 1966-67 school year the above program was changed to a graduate program with the student teachers being able to graduate with a Master's Degree. There were classes of student teachers under the programs for the years 1966-67, 1967-68, 1968-69, and 1969-70.

The student teacher class was comprised of six graduate students from the University of Utah during the 1968-1969 school year. They graduated in the spring of 1969 as certified teachers of the deaf with master's degrees. They were as follows:

Susan Burch	Salt Lake City, Utah
Karen Horman	Midvale, Utah
Ruth Jacob	San Diego, California
Ervin Mantle	Salt Lake City, Utah
Robert Nelson	Salt Lake City, Utah
Geraldine Porter	San Diego, California

During the 1969-1970 year there were six graduate students from the University of Utah in the training program. They graduated in the spring of 1970 as certified teachers of the deaf with master's degrees. They were as follows:

Thomas Herman	Ogden, Utah
Ronald Lemmon	Durango, Colorado
Richard LeVitre	Salt Lake City, Utah
Lorraine Quigley	Salt Lake City, Utah
John Schmidt	West Jordan, Utah
Myrlene Simmons	Orem, Utah

Student teachers are provided board and room during the last year internship on the school campus in Ogden. Each trainee repays the Utah School for the Deaf by working an appropriate number of hours per week. Assignments are made in various areas in the dining hall and in the extra curricular activities of the students.

A Survey of the Program for Preparing Teachers of the Deaf — University of Utah

1. The Utah program for training teachers of the deaf is a two-year graduate program. However, the student may pursue an alternate plan if he has completed the prerequisite courses in speech pathology and audiology during his junior and/or senior year. Under this alternate plan he may complete the program during a year of graduate work at the University of Utah and the Utah School for the Deaf. During the first year the student teacher finishes his under-graduate work, graduating in either Elementary Education, Secondary Education, Speech Pathology, or a related field. During his graduate year, he fills a year

of internship at the Utah School for the Deaf and works toward a Master's Degree.

2. All required courses meet the standards set by the Conference of Executives of American Schools for the Deaf. All methods courses are taught by qualified teachers of the deaf who are graduates of Smith College (Clarke), Columbia University (Lexington), and Wayne State University (Detroit Day School). The remaining courses are taught by the staff within the Departments of Speech and Hearing and Special Education. The entire program is coordinated through the Department of Special Education at the University of Utah. Credit hours and course content far exceed minimum requirements.
3. The program is unique in the fact that the student teachers live on the campus of the Utah School for the Deaf during their entire year of internship, not just during observation and practice teaching blocks of time. They observe classes daily from the opening of the school in September to the end of the school year. The practice teaching is introduced shortly after they begin their internship and is scheduled throughout the year along with observations. The student teachers eat three meals per day with the children, and they are assigned other duties which provide valuable training experiences with deaf children at various hours between 4:00 p.m. and bedtime. They share responsibilities for student social programs and help with the Boy Scout and the Girl Scout programs. In addition, they do individual tutoring and often assist in the Athletic Department.
4. The internship experience also includes observation and practice teaching in the day classes and preschool program of the Extension Division in Salt Lake City, providing valuable training in both types of facilities. The day program is a satellite of the Utah School for the Deaf and comes under the direct responsibility and supervision of the curriculum coordinators and principal. This fact automatically eliminates the obstacles which might otherwise be encountered in coordinating observations and practice teaching in two or more facilities.
5. The program includes out-of-state visits to public residential, private, denominational, and day school programs. The itinerary of visits generally includes programs located in Portland, Seattle, San Francisco, Los Angeles, Denver, Kansas City, and St. Louis. It is recommended that two trips in which out-of-state programs are visited be made each year.
6. The professional library maintained at the School for the Deaf in Ogden has been enlarged since the inception of the training program. It is quite adequate at the present time. New books and periodicals are purchased from time to time.
7. An Educational Media Center, also maintained on the campus of the Utah School for the Deaf, is available for the use of the student teachers.
8. It is the aim of the program to place graduates in positions in other schools for the deaf in the country as well as to replace teachers at the Utah School for the Deaf. This arrangement allows for "cross breeding" of techniques and philosophies in the area of the education for the deaf.

REPORT OF FEDERAL PROGRAMS

By Blaine L. Seamons, *Federal Programs Specialist*

During the biennium, a variety of programs have been developed and completed at the Utah Schools for the Deaf and the Blind with the assistance of federal funds. The primary source of funds has been Title I of the Elementary and Secondary Education Act (ESEA), Public Law 89-313 amended, which provides financial aid for children in State operated or supported schools for the handicapped. Funds were also made available from Title III of the National Defense Education Act (NDEA).

Following is a summary of the federal programs which served the children of the Utah Schools for the Deaf and the Blind:

School for the Deaf

Educational Program for Preschool Deaf Children in Ogden, Utah

The preschool program in Ogden provided deaf children with activities designed to foster their physical, intellectual, and social development. All of the activities assisted the children to acquire speech and language skills in a relaxed and satisfying, yet systematic, manner. These Title I sponsored activities provided the foundation for extensive speech and language instruction which the children will be given in subsequent years of schooling. A trained nursery teacher supervised activities in which the children were involved in situations requiring choices and decisions to be made and responsibilities to be assumed. The children learned to discipline themselves in both group and private endeavors. The nursery teacher correlated her instruction with that given by the teacher of the deaf who tutored students individually in speech, speech reading, language, auditory training, visual perception, eye-hand coordination, motor development, and sense training.

Continuation and Expansion of the Preschool Program in Salt Lake City, Utah

The preschool program, which was initiated in November of 1966 through ESEA Title I funds to provide an educational program for preschool children living in the metropolitan Salt Lake area, was expanded during the 1968-1969 school year. Enrollment in the program in 1967-1968 was 25. The enrollment grew to 52 during the 1968-1969 school year. Participants in the preschool were required to be 2½ years of age at the time of enrollment and to have a significant hearing loss which prohibited the natural development of communicative skills. Parents of the participants were required to participate in school activities and attend evening education classes once a month.

Services of a Media Specialist

The Media Specialist provided the teaching staff with assistance and supervision necessary for the effective use of media in the classroom. He set up and maintained a Media Production Center, giving in-service training to staff members when new or unfamiliar equipment or methods needed amplification. In addition, the Media Specialist cooperated with the librarian in organizing and operating an Instructional Materials Center. The Media Specialist served both the School for the Deaf and the Extension Division.

Services of a Federal Programs Specialist

The Federal Programs Specialist was responsible for writing applications for federal funds, for coordinating and evaluating Title I federal projects, and maintaining an accurate fiscal record of all Title I funds being expended. In addition, the Federal Programs Specialist wrote articles for publication dealing with the programs sponsored by Title I. The Federal Programs Specialist also completed various assignments such as preparing booklets and disseminating information about the schools' Title I projects. The School for the Blind, the School for the Deaf and the Extension Division were all served by the Federal Programs Specialist.

Construction of an Apartment Living Facility

With the aid of Title I funds, an Apartment Living facility was provided which would simulate home-living conditions in our residential living areas. Students who attend a residential school such as ours are often deprived of certain domestic experiences which are commonplace to hearing children. This Apartment Living project offered our students the opportunity to budget money, plan menus, purchase and prepare food, and generally perform tasks common to a home atmosphere. It is felt that the students who participate in this challenging program will be better prepared to care for their own needs when they leave our school.

Other Federal Programs

Equipment for the Art Department and draperies to darken the classrooms in the high school were provided by NDEA Title III funds in 1968-69. The Art projects made it possible to expand the scope of the Art program by providing much needed ceramic and art metals equipment. The darkening drapes enabled the teachers to darken the rooms so that films and filmstrips could be seen more clearly.

In 1969-70 NDEA Title III funds also provided much needed filmstrips and filmloops for our Industrial Arts program, and textbooks and materials for the Science classes in the high school.

School for the Deaf — Extension Division

Services of Receptionist-Secretary-Librarian

The Receptionist-Secretary-Librarian performed many services for the 18 teachers, 120 deaf children and their parents in the day school satellite program in the Salt Lake metropolitan area. She performed secretarial duties which included filing, correspondence, communications from the parents to the appropriate sources, bookkeeping, and office management. She also acted as the librarian for the Extension Division and assisted the Media Specialist in maintaining efficient records of equipment and production. In addition, she worked closely with the school audiologist in maintaining audiological records and dispensing hearing aid supplies to the children.

Services of an Assistant Curriculum Coordinator

The Assistant Curriculum Coordinator helped provide the individual attention necessary to aid teachers in curriculum development, implementation, application, revision and evaluation. In addition, she was instrumental in establishing the proper relationship between the special education

teacher and the public school teacher, and in coordinating their efforts for the best education and adjustment of the hearing impaired child. The Assistant Curriculum Coordinator also helped by coordinating classwork from school to school to insure continuity in curriculum instruction.

Teacher's Aid for Multiply Handicapped Class

Title I funds enabled the school to provide the services of a teacher's aid to help in a class of multiply handicapped deaf students. This person assisted the regular teacher in preparing and implementing a special curriculum to meet the needs of the individual students in the class.

School for the Blind

Coordination of Home-School Efforts in the Non-Academic Education of Visually Impaired Youth

In order for families of visually impaired students to help in the task of reinforcing the concepts and skills learned in an academic setting, they (the families) were involved with the school and received special training and instruction. This was accomplished in the following way:

- a. A parent counselor visited the homes of blind students, coordinating efforts toward adjustment and progress. The Parent Counselor acquainted families and community members with the functions and programs of the school, and involved them in school affairs.
- b. A clinical psychologist coordinated the efforts of the parent counselor, the teaching staff, dormitory personnel, and parents in order to achieve a unified treatment plan for students who manifested psycho-social problems. He worked directly with students, giving group or individual counseling as needed. During the summer of 1970, the clinical psychologist began development of a psychological inventory which will rate visually impaired students' ability levels in various areas.
- c. Inservice training was conducted by the psychologist for the teaching staff and for the dormitory personnel. These groups met separately, with the psychologist coordinating their efforts toward the good adjustment of their students.
- d. Summer programs were designed to prepare visually impaired children for happy and successful intergration into, and interaction with, the sighted society. Comprised of four different subject areas, the summer institutes provided a well-rounded program to meet its goals. The most needed skills were orientation and mobility, or independent travel. Living skills and social skills, although closely related and sometimes overlapping, were divided so that the duties of instructors and skills to be developed could be more specific. Some of the students received typing instruction during the summer of 1969 for the improvement of future academic and non-academic work and communication skills.
- e. A project to "de-institutionalize" the dining and dormitory areas of the School for the Blind was begun during the spring of 1970. It is felt that in addition to improving student behavior through creating a more pleasant and home-like atmosphere, the remodeled facilities

will influence students to respond meaningfully to order and beauty. It is felt that this ability will not only influence the visually impaired child's sense of well-being and happiness, but will also aid him in developing a sense of clarity and organization in academic and practical work.

Other Federal Programs

NDEA Title III provided audio-visual materials for a Geography project at the School for the Blind in 1968-69. Geography has traditionally been one of the more difficult subjects for visually impaired children to understand due to the visual perception and spacial concepts involved.



REPORT OF ALTERATIONS, REPAIRS AND IMPROVEMENTS

By Angus Blaylock, *Superintendent of Buildings and Grounds*

Twentieth Street Campus

- Installed new hot water heating steam coils in Woodbury Halls, Driggs Hall and Cottage Dormitory.
- Purchased and installed new time clock including necessary electric wiring, Woodbury Hall.
- Extended intercom from Main Office to new supply room office, Administration Building.
- Installed new shelving, supply room, Administration Building.
- Installed new intercom system from Main Office to Vocational Building, Cottage Dormitory and Old Gym, including modernizing the present stations in all buildings.
- Also extended DuKane program system to Vocational Building.
- Installed new variable speed motors on two job presses, Print Shop, Vocational Bldg.
- Installed new condensor for walk-in refrigerator, Food Services Building.
- Replaced electrical breaker panel, Administrator Building.
- Installed electrical wiring for new lathe, Vocational Building.
- Installed electrical wiring for shoe shop equipment, Vocational Building.
- Installed mailbox slots, Vocational Building.
- Constructed balcony storage area, welding shop, Vocational Building.
- Tiled main entrances, covered stairs. Woodbury Hall (on contract).
- Covered stairs, Driggs Hall, (on contract).
- Painted Woodbury Hall and Driggs Hall complete (on contract).
- Remodeled basement rooms, Woodbury Hall, for recreation donated by PTA and Jr. League of Ogden (on contract).
- Exchanged soda fountains, Tiki Room.
- Installed floor drain in entrance of laundry room, basement, Driggs Hall.
- Installed stainless steel corners, entrance to Dining Area, Food Services Building.
- Installed new stainless steel steam table (surplus) in Kitchen Area, second floor, Food Services Building.
- Installed threshold strips between kitchen floor tile and new carpet, Food Services Building.
- Installed carpet in dining areas, Food Services Building (on contract).
- Installed new compressor plus evaporate in walk-in refrigerator, Food Services Bldg.
- Installed whirlpool bath, Gymnasium, Administration Building.
- Installed new additional shelving in library, Administration Building.
- Installed additional board for key storage, Office, Administration Building.
- Changed all keys, Vocational Building.
- Lowered ceiling, painted and installed heater in office on stage, Administration Building.
- Painted halls, Administration Building.
- Painted all classrooms, Administration Building.

- Installed new kitchen cabinets from Primary Building, changed plumbing and painted kitchen, Residence.
- Retubed laundry boiler, Driggs Hall.
- Remodeled and added cabinets, second floor apartment, kitchen, Driggs Hall.
- Installed new roof, all storage-warehouse areas and garages.
- Installed electrical wiring, storage-warehouse areas.
- Installed ten new doors complete with hardware, blocked in ten transoms, installed steam food warmer, installed new larger exhaust fans, installed new light fixtures and acoustical tile, Food Services Building.
- Constructed athletic equipment storage room, Main Storage Area.
- Installed washer and dryer, Infirmary.
- Installed new floors and tile in halls and eight rooms, Infirmary.
- Sprayed for termites, Residence and Infirmary (on contract).
- Installed basement mechanical room entrance stairway and prepared area for new phone equipment, Primary Building.
- Installed tack and blackboards in eight rooms, Primary Building.
- Installed electric overhead door operator, Autobody Shop, Vocational Building.
- Installed track and chain hoist, Autobody Shop, Vocational Building.
- Graded, raked and prepared area around athletic field and new ball diamond for grass seeding.
- Installed sprinkling system, new ball diamond area and round athletic field.
- Planted grass on above areas.
- Installed air conditioners (surplus) in maintenance office, Maintenance Bldg., plus principal's office, and dean of students' office, Administration Building.
- Installed new compressor for pneumatic heat control, Driggs Hall.
- Rebuilt compressor, Woodbury Hall.
- Sealed two parking lots and entrances to road (on contract).
- Ground valves on 1963 Dodge bus engine.
- Ground valves on 1966 Plymouth station wagon.
- Ground valves on 1965 Ford station wagon.
- Replaced engine in Clark dual wheeled tug.
- Rebuilt engine in 1948 GMC bus.
- Did necessary body work and repainted 1948 GMC bus.
- Repaired clutch bearing and ring gear on 1963 Ford pickup truck.
- Rebuilt engine in 1952 International truck.
- Installed surplus electrical pump in Gas House.
- Constructed metal storage bins - Warehouse.
- Covered all Storage Area Buildings with galvanized metal.
- Constructed shelving, pipe racks and cleaned and straightened all Storage Areas.
- Painted Boiler House.
- Constructed overhead storage shelves in center section of Equipment Port.
- Installed spot light on ornamental sailboat, Second floor dining room, Food Services Building.
- Filled doorway with cinder blocks, Food Services Building.
- Installed new main circuit breaker, Food Services Building.
- Installed ceiling tile in Kitchen Area, second floor, Food Services Building.
- Installed stainless steel wall cover over steam table, Food Services Building.
- Wired sewing machine cabinets and rebuilt machine racks, Vocational Building.
- Installed exhaust fan behind dry cleaning machine, Vocational Building.
- Installed gas burner on lead furnace, Vocational Building.
- Installed motor master switch in typing room, Vocational Building.
- Installed new coils in two electric kilns, Vocational Building.
- Constructed stand for jigsaw, Vocational Building.
- Mounted chalkboard drafting machine above blackboard, Drafting Room, Vocational Building.
- Installed new sump pump, basement, Vocational Building.

Extension Division

- Installed air conditioner (surplus), Extension Division Office, Glendale Elementary School, Salt Lake City.

Harrison Campus

- Installed six light fixtures, Primary Dining Room.
- Installed asbestos wall shingles to replace damaged and broken areas, Primary Building.
- Installed ceiling in Shop.
- Painted Boiler House and Maintenance Shop areas.
- Installed new roof on upper storage garages.
- Installed carpeting and drapes, Main Dorm.
- Painted various rooms and halls, Main Dorm.
- Installed new washer and dryer, Main Dorm.
- Installed two drinking fountains, Main Dorm (Donated by Lions Club).
- Installed ten squares of asbestos wall shingles to replace damaged area, Main Dorm.
- Repaired and put into service refrigerated air conditioning system, Dining Room, Food Services Area.
- Constructed four new stainless steel food services carts, Food Services Area.
- Installed new folding door in dining area, Food Services Area.
- Installed electrical plugs and wiring for teaching aid equipment, Classroom Building.
- Installed insulated ceiling in mechanical room (on contract), Classroom Building.
- Carpeted library and principal's office (on contract).
- Installed ten items of gym equipment (traveling rings, climbing ropes, climbing rings, etc.), Gymnasium, Classroom Building.
- Installed acoustic tile, Music Room ceiling and partial walls, Classroom Building.
- Installed new shelving in library and book storage room (removed from old school and installed in new school), Classroom Building.
- Installed intercom — program and signal bell system — from Main School Office to Home Ec. House, Primary School, first and second floor of Main Dorm, El Cielito and Kitchen area.
- Installed air conditioning, Principal's Office, Classroom Building.
- Installed approximately ten squares asbestos wall shingles to replace damaged and broken areas, El Cielito.
- Altered doors to meet fire code, El Cielito.
- Installed outdoor basketball hoop and backstop, Residence.
- Painted entire Residence.
- Installed cooler in living room area, Residence.
- Installed sprinklers around new Classroom Building.
- Relocated large evergreen tree (by Classroom Building).
- Removed brush and cleaned forested area east of Main Dorm.
- Planted shrubs around Classroom Building furnished by Ogden Garden Club.
- Planted 12 tree along main drive.
- Graded all areas around Classroom Building for grass seeding.
- Installed 15 pieces of playground equipment.
- Planted two medium evergreen trees by Main Dorm entrance.
- Excavated for overhead raceway (on contract).
- Painted parking lot lines
- Installed 500 lineal feet electric cable and flood light for parking lot.
- Installed 700 feet of new 3 inch water main to bring all water entering campus into one meter to save extra cost.
- Installed 200 feet new 4 inch sewerline from Home Ec. Building to connect to present Main Dorm sewer to replace old root-bound sewer (on contract).
- Installed approximately 2,000 lineal feet of new sidewalks connecting new Classroom Building with Main Dorm, Home Ec. Building, city walks and Primary School (on contract).
- Installed 250 lineal feet new curb to cut off old road no longer needed.

REPORT OF RECEIPTS AND EXPENDITURES

By David S. Finlinson, *Business Manager*

July 1, 1968 to June 30, 1969

Receipts

Balance Forward from previous year	\$ 25,577.16	
State Appropriation	928,600.00	
Dedicated Funds	117,873.00	
Federal Funds	88,200.00	
Reimbursements	11,749.84	
TOTAL RECEIPTS		\$1,172,000.00

Disbursements

Salaries	\$988,498.00	
Travel	5,034.00	
Current Expenses	178,447.00	
Capital outlay	43,992.00	
TOTAL DISBURSEMENTS		1,215,971.00
OVERDRAFT		(43,971.00)
TOTAL RECEIPTS		1,172,000.00
BALANCE		.00

July 1, 1969 to June 30, 1970

Receipts

State Appropriation	\$1,011,380.00	
Dedicated Credits	244,319.00	
Federal Funds	84,935.00	
Reimbursements	12,632.00	
TOTAL RECEIPTS		\$1,353,266.00

Disbursements

Salaries	\$1,051,018.00	
Travel	4,368.00	
Current Expenses	173,190.00	
Capital Outlay	33,982.00	
TOTAL DISBURSEMENT		1,262,558.00
To Cover Overdraft from Previous Year		43,971.00
Total Transferred to Fiscal Year Beginning July 1, 1970		38,455.00
Total Reverted		8,282.00
TOTAL DISBURSEMENTS		1,353,266.00
BALANCE		.00

★ ☆ ★ ☆ ★

HEALTH REPORT

By Mrs. Dorothea W. Lamb, *R.N., Head Nurse*

Number of parents interviewed on Registration Day by the nurses regarding students' health problems, emotional difficulties, immunizations, medication, and dental care

1968 - 1969		1969 - 1970	
Deaf 120	Blind 81	Deaf 170	Blind 55

1968 - 1969	1969 - 1970
Number of times students received medication during the year	
Deaf 5,429 Blind 5,613	Deaf 4,167 Blind 6,962
Number of times students received treatment at the Infirmary	
Deaf 4,228 Blind 929	Deaf 3,647 Blind 546
Number of times students were seen by Dr. Grant H. Way, school physician, at the Tuesday morning clinic	
Deaf 346 Blind 89	Deaf 469 Blind 69
Number of times students were seen by a dentist for emergency treatment	
Deaf 4 Blind 0	Deaf 7 Blind 3
Number of times students received treatment at the Intermountain Indian School Dental Clinic	
Deaf 6 Blind 8	Deaf 20 Blind 7
Number of times students received treatment at the McKay Hospital emergency Room	
Deaf 12 Blind 4	Deaf 16 Blind 4
Number of students receiving X-Rays for positive skin tests or history of tuberculosis	
Deaf 5 Blind 2	Deaf 6 Blind 2
Number of students receiving X-Rays for possible fractures	
Deaf 4 Blind 0	Deaf 6 Blind 0
Number of times students were referred to a physician other than the school physician	
Deaf 4 Blind 4	Deaf 10 Blind 1
Number of times students received physical examinations required for competition in sports	
Deaf 35 Blind 12	Deaf 36 Blind 0
Number of times students received immunizations (including DPT, smallpox, measles, and polio)	
Both schools 100	Both schools 100
An influenza clinic was held for all students	
	Deaf 100 Blind 68
Number of staff members referred for X-Rays	
	Both schools 28
Tuberculosis skin tests were given to all students and staff members	

★ ☆ ★ ☆ ★

REPORT OF FOOD SERVICES

School Years 1968-69 and 1969-70

By Richard Cobb, *Supervisor of Food Services*

During the past several years our Food Services Division has attempted to provide the boys and girls, both in the School for the Deaf and in the School for the Blind, with many new and varied types of food. We worked continuously toward upgrading of the food preparation processes and services with the chief aim being to provide more nutritious and appealing meals.

Our Food Services operation began at 5:30 a.m. in the kitchen of each school. Breakfast was served promptly at 6:30 a.m. for the post-

primary students and at 6:50 a.m. for the primary group.

Lunch was served for the primary and post-primary groups at 11:45 a.m. and noon respectively. The dinner hour began at 5:00 p.m. for the primary group and 5:15 p.m. for the post-primary. Our operational day was from 5:30 a.m. to 6:30 p.m.

In the recent past, our dining areas at the School for the Deaf have been completely refurnished. The dining areas at the School for the Blind have also received attention, although the project is not yet complete.

Parents and/or other persons interested in our students are always welcome to visit our Food Services areas in order to observe the preparation or the serving of food.

Food Cost for the Fiscal Years 1968-69 and 1969-70

Fiscal Year	Student Enrollment	Equipment and Supplies	Surplus Commodities	Food
1968-69	256	.00	2,889.00	41,364.09
1969-70	245	1,348.68	3,158.00	40,224.32

Fiscal Year	Salaries	Expenditures Total	Meals Total	Per Meal Cost	Student Cost Per
1968-69	34,550.56	78,803.65	124,367	.63	307.82
1969-70	40,220.00	84,951.00	123,842	.69	346.74

★ ☆ ★ ☆ ★

Pupil Statistics for 1968-1969 School Year

DEAF				BLIND			GRAND TOTAL
AGE	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	
2	4	4	8	0	0	0	8
3	3	9	12	0	0	0	12
4	18	19	37	0	0	0	37
5	7	3	10	0	0	0	10
6	6	2	8	4	1	5	13
7	2	6	8	0	1	1	9
8	4	4	8	2	3	5	13
9	4	6	10	4	1	5	15
10	9	7	16	1	2	3	19
11	7	12	19	1	3	4	23
12	8	8	16	2	0	2	18
13	8	9	17	0	6	6	23
14	6	6	12	2	5	7	19
15	15	11	26	4	7	11	37
16	10	4	14	4	8	12	26
17	7	9	16	5	3	8	24
18	8	10	18	0	3	3	21
19	12	4	16	1	0	1	17
20	4	5	9	0	1	1	10
21	4	0	4	4	3	7	11
Total	146	138	284	34	47	81	365

	Deaf	Blind	Total
Number of Withdrawals	43	11	54
Number of New Entries	67	7	74
	DEAF	BLIND	
	Boys	Girls	Boys
Number of Graduates	5	5	0
			Girls
			0

Pupil Statistics for 1969-1970 School Year

DEAF

BLIND

GRAND

AGE	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	TOTAL
3	2	2	4	0	0	0	4
4	7	6	13	0	0	0	13
5	23	31	54	0	0	0	54
6	8	10	18	1	0	1	19
7	12	5	17	5	2	7	24
8	3	7	10	0	2	2	12
9	5	5	10	2	3	5	15
10	9	5	14	4	2	6	20
11	8	7	15	1	2	3	18
12	5	13	18	1	3	4	22
13	9	7	16	2	1	3	19
14	5	7	12	0	5	5	17
15	9	6	15	3	5	8	23
16	13	11	24	4	6	10	34
17	12	6	18	3	6	9	27
18	9	10	19	4	3	7	26
19	8	10	18	0	2	2	20
20	9	3	12	1	0	1	13
21	2	1	3	1	1	2	5

Total	158	152	310	32	43	75	385

	Deaf	Blind	Total
Number of Withdrawals	33	18	51
Number of New Entries	46	11	57
	DEAF	BLIND	
	Boys	Girls	Boys
Number of Graduates	5	3	0
			Girls
			0

★ ☆ ★ ☆ ★

STUDENTS TERMINATED FROM THE SCHOOL

School for the Deaf — 1968-69

Name	Entered	Terminated	Cause
Allred, David	8-29-67	5-29-69	Moved out of state
Atwood, Tammy	1-24-66	5-29-69	To enter public school
Barrios, Gilbert	9- 5-67	9- 3-68	Moved out of state
Bennett, Shane	9- 3-68	11- 1-68	To enter public school
Black, Larry	8-29-62	5-29-69	To enter public school
Blatnick, Kim	9-16-68	1- 9-69	To enter public school
Boehmer, Keith	8-31-65	12- 6-68	Moved out of state
Bosshardt, Lillian	8-27-68	11-15-68	School's request
Bryner, Mark	10-21-68	5-29-69	To enter public school
Burgess, Kathleen	9- 2-58	10- 4-68	Moved out of state
Caldwell, Stanley	8-29-68	1-24-69	Dropped out

Charlie, Mike	8-31-65	5-29-69	Remained in Alaska
Cheney, Daniel	7-29-67	5-29-69	To enter public school
Cole, Robert	3-17-66	5-29-69	Dropped out
Comish, Leo	8-31-65	5-29-69	Moved out of state
Davis, Ronald	8-28-61	5-29-69	Moved out of state
Francis, Stuart	8-27-68	5-29-69	Moved out of state
Goodwin, Pamela	8-29-60	9- 5-68	To enter public school
Heiner, Stephen	8-29-60	5-29-69	To enter public school
Hovey, Candice	8-27-68	4-15-69	To enter public school
Jacobs, Tina Marie	8-27-68	5-29-69	Moved out of state
Jensen, Dan	8-31-66	5-29-69	Dropped out
King, Chris	9- 7-65	9- 5-68	To enter public school
King, Douglas	8-29-67	9- 5-68	To enter public school
McNess, Kathleen	11-20-67	4-26-69	Moved out of state
Morford, Julie	8-27-68	6- 1-69	Moved out of state
Morlock, Scott	4- 3-62	5-29-69	To enter public school
Morlock, Steve	4- 3-62	4-15-69	Married, dropped out
North, Melvin	1-13-69	5-29-69	Dropped out
Oswald, Bradley	8-28-63	5-29-69	To enter public school
Patow, Pamela	10-11-66	5-29-69	Moved out of state
Pugh, Kayleen	10- 7-63	5-29-69	To enter public school
Rider, Rory	8-27-68	9-16-68	To enter public school
Sherman, Kent	1-24-66	1-20-69	Returned to public school
Simonsen, Reid	8-29-67	5-29-69	To enter public school
Smith, Wade Earl	8-27-68	11-16-68	Moved out of state
Snipes, Barbara	1-16-69	5-29-69	Returned to public school
Tabata, Calvin	8-30-61	5-29-69	To enter public school
Taylor, Karen	1-29-68	5-29-69	To enter public school
Thornley, Michael	1-20-69	2-11-69	School's request
Weaver, Daniel	2- 5-68	4-14-69	To Primary Children's Hosp.
Wilson, Laurie	1- 4-68	5-29-69	To enter public school
Young, Abrams	9- 3-68	10- 7-68	To enter public school

School for the Blind — 1968-69

Name	Entered	Terminated	Cause
Amberson, Evon	4-25-67	2-21-69	Health reasons
Anderson, Michael	8-28-68	1- 6-69	Transferred to another school
Carr, Rodney	9- 7-54	5-29-69	Voluntarily withdrew
Corbett, Scott	8-31-66	5-29-69	Reached maximum age
Gibson, Bill	9-58	5-29-69	To enter public school
Hamaker, Rhonda	9- 1-59	5-29-69	To enter public school
Hock, Carlene	9- 4-56	5-29-69	To enter public school
Nicholls, Kristine	11- 8-65	4-25-69	Deceased
Nielson, Renee	8-31-66	5-29-69	To enter public school
Shaw, Tommy	8-31-65	5-29-69	Voluntarily withdrew
Spendlove, Pam	8-29-60	5-29-69	To enter public school

School for the Deaf — 1969-70

Name	Entered	Terminated	Cause
Allred, David	10-13-69	1-30-70	Moved out of state
Ash, Adam	2- 2-70	2-20-70	Moved out of state
Billeter, Billy	9-13-58	1-25-70	School's request
Blount, Gayle	8-26-63	12-15-69	Moved out of state
Bosshardt, Lillian	11- 4-69	5-29-70	To enter public school
Call, Rebecca	8-26-63	4-26-70	Moved out of state
Carter, Shirley	8-26-69	2-26-70	Moved out of state
Chambers, Catherine	8-27-68	10- 1-69	Moved out of state

Crawford, Loretta	10-15-63	3- 5-70	Moved out of state
Davison, Kelly	11-11-69	2-23-70	Moved out of state
Dougal, Angela	2-18-69	4-20-70	Moved out of state
Echazarreta, Blanca	8-29-67	9-22-69	Moved out of state
Fisher, Amy	8-28-67	6- 4-70	Moved out of state
Frase, Lester	12- 3-69	5-29-70	To enter private school
Harris, Ricky	8-29-67	2-19-69	Moved out of state
Hinton, Esther	11- 9-65	1-29-70	To enter public school
Hix, Nanette	8-27-68	10- 1-69	Moved out of state
John, Arnold	8-26-69	5-29-70	To enter public school
Krohn, Frank	9- 4-56	2-12-70	Dropped out
Lytle, John	11- 1-66	6- 4-70	Moved out of state
Pearce, Scot	1-26-70	6- 4-70	Moved out of state
Perez, Virginia	8-26-69	5-29-70	Moved out of state
Phipps, Katherine	8-26-69	5-29-70	To enter public school
Richey, Roan	8-29-67	5-29-70	Class for deaf in Alaska
Rigler, Bradley	12- 8-69	1- 5-70	Moved out of state
Sanchez, Tommy	1-19-70	6- 4-70	To enter public school
Stettler, Kirsten	8-27-68	5-29-70	Moved out of state
Taylor, Alecia	3-23-70	6- 4-70	To enter public school
Taylor, Karen Ann	1-29-68	5-29-70	To enter public school
Tidball, Stephen	9- 3-68	6- 4-70	Moved out of state
Webb, Kevin	8-26-69	11-25-69	Moved out of state
Wilson, Terry	8-29-67	10-20-69	Moved out of state
Woodruff, Vicki	9- 4-56	5-22-70	To be married

School for the Blind — 1969-70

Name	Entered	Terminated	Cause
Albert, Danny	1-31-69	5-29-70	Transferred to another school
Albert, Dena	1-31-69	5-29-70	Transferred to another school
Bills, Sharon	8-26-63	5-29-70	To enter public school
Deegan, Peggy	8-29-60	5-29-70	To enter public school
Elliott, Douglas	5- 4-70	5-29-70	Moved out of state
Hatcher, Sherrie	8-29-60	5-29-70	To enter public school
Jaramillo, Pauline	9- 1-59	5-29-70	To enter public school
Krantz, Debbie	8-30-66	5-29-70	Reached maximum age
Neal, Brent	10-31-60	5-29-70	To enter public school
Orchard, Christine	8-25-64	2-20-70	Voluntarily withdrew
Osmond, Marilyn	9- 1-59	5-29-70	To enter public school
Pehrson, Wally	9- 1-59	1-30-70	Voluntarily withdrew
Rye, Randy	8-29-67	5-29-70	To enter public school
Sheffield, Glen	9-58	5-29-70	To enter public school
Stuart, George	9-58	5-29-70	To enter public school
Tripp, Michael	7-27-68	5-29-70	Voluntarily withdrew
Trujillo, Richard	9-58	5-29-70	Voluntarily withdrew
Valdez, Teresa	8-29-60	5-29-70	To enter public school

★ ☆ ★ ☆ ★

Students Enrolled in the School for the Deaf

School Year 1968-1969

Aitken, James — Eureka	Anderson, Tracy Ann — Price
Aldridge, Bruce — Vernal	Anderton, Nord — Draper
Allen, Kathleen — Salt Lake City	Angell, Vaughan — Salt Lake City
Allen, Lynn — Salt Lake City	Arave, Stephanie — Logan
Allred, David — Roy	Archuleta, Anita — Midvale
Anderson, Lori — Bountiful	Armijo, Henry — Nevada

Armstrong, Carolyn — Nevada
 Arthur, Paul — Murray
 Atwood, Tammy — Kearns
 Bair, David — Lehi
 Ball, Kay Lynne — Ogden
 Bangerter, Kent — Woods Cross
 Barker, Kenny — Salt Lake City
 Beck, Janet — Salt Lake City
 Behuniin, Lisa — Murray
 Bennett, Shane — American Fork
 Berghout, Janice — Midvale
 Bertoch, Debbie — Morgan
 Billeter, William — Salt Lake City
 Bishop, Suzanne — Salt Lake City
 Black, Lawrence — Kearns
 Blosser, Jane — Bountiful
 Blount, Gayle — Salt Lake City
 Boehmer, Keith — Vernal
 Bosshardt, Lillian — Riverton
 Bowman, Christine — Salt Lake City
 Brady, Winona — Nevada
 Brewer, Roquel — Salt Lake City
 Bricker, Sharon — Salt Lake City
 Briseno, Ismael — Ogden
 Brown, Christine — Ogden
 Brown, Kim — Bountiful
 Bulkley, Jackie — Ogden
 Burgess, Frank — Ogden
 Burgess, Kathleen — Kaysville
 Caldwell, Stanley — Granger
 Call, Becky — Provo
 Callister, Peggy — Bountiful
 Callister, Susan — Bountiful
 Campbell, Rosemary — Orem
 Carrera, Daniel — Nevada
 Carter, Karen — Ogden
 Chambers, Katherine — Ogden
 Charlie, Michael — Alaska
 Chatlin, Debra — Ogden
 Chavez, Carol Ann — Kearns
 Christensen, Nancy — Ogden
 Christiansen, Marilyn — Ogden
 Clark, Cynthia — Murray
 Clark, Mary Lou — Kearns
 Clay, Barbara — Salt Lake City
 Clyde, Steven — Salt Lake City
 Cole, Robert — Ogden
 Colebrook, Wendy — Salt Lake City
 Colvin, Susan — Nevada
 Comish, Leo — Logan
 Cook, Dale — Sandy
 Coombs, Steven — Ogden
 Corbett, Susan — Salt Lake City
 Crawford, Loretta — Nevada
 Crompton, Brent — Ogden
 Cunningham, Mitchell — Salt Lake City

Curtis, Michael — Woods Cross
 Dalpias, Rodney — Ogden
 Davis, Alvin — Salt Lake City
 Davis, Ronnie — Nevada
 Dawson, Dixie — Hooper
 Despain, Bobby — Salt Lake City
 Dorton, Paula — Salt Lake City
 Dougal, Angela — Salt Lake City
 Duffin, Carl — Salt Lake City
 Echazarreta, Blanca — Brigham City
 Edelen, Ted — Salt Lake City
 Edgington, Angela — Ogden
 Eggers, Evelyn — Layton
 Eggers, Fredrick — Layton
 Ekenstam, Toni Janell — Tooele
 Ellett, Stephanie — Salt Lake City
 Ercanbrack, Heidi — Ogden
 Ercanbrack, Michael — Ogden
 Ercanbrack, Tedi Ann — Ogden
 Evans, Amy Anne — Salt Lake City
 Everett, Kemper — Price
 Everett, Vicki Lynn — Price
 Fisher, Laura — Nevada
 Flores, Rose Marie — Nevada
 Foley, Drew — Ogden
 Fox, Cordie — Kearns
 Fox, Rosemary — Kearns
 Foy, Claudia — Salt Lake City
 Francis, Stuart Dwayne — Kearns
 Frew, Cindy — Ogden
 Furlow, Randall — Salt Lake City
 Garcia, Maria — West Jordan
 Garner, Sherry — Salt Lake City
 Gates, Perry Lynn — Salt Lake City
 Gilbert, Marine — Granger
 Giles, Robert — Pleasant Grove
 Gould, David — Ogden
 Graham, Steven Troy — Salt Lake City
 Gregg, Gary — Salt Lake City
 Gregory, John — Alaska
 Hadfield, Kathy — Brigham City
 Hale, Debra — Salt Lake City
 Hammond, Diane — Roy
 Hanberg, Sherri Lynn — Bluebell
 Hansen, David Dalgas — Salt Lake City
 Hansen, Gregory — Granger
 Hansen, Janna — Salt Lake City
 Hansen, Lynda — Brigham City
 Hansen, Patrick Lee — Kearns
 Hansen, Suzanne — Salt Lake City
 Harris, Ricky — Colorado
 Harrop, Troy — Ogden
 Haws, Ruth Ann — Salt Lake City
 Heiner, Steven — Salt Lake City
 Heinrich, Ronald — Salt Lake City
 Hermansen, David — Bountiful

Hinds, Kevin — Salt Lake City
 Hinton, Esther — Kearns
 Hix, Nannette — Layton
 Hodson, Jon — Salt Lake City
 Hofseth, Edward — Alaska
 Holmes, Kathleen — Wyoming
 Holt, John — Salt Lake City
 Horlacher, Paul — Salt Lake City
 Hovey, Candace — Riverton
 Huffman, Debra — Tooele
 Hunt, Joyce — Ogden
 Hunt, Julie — Magna
 Hutchings, Mary Ann — Provo
 Ivie, Kathy — Murray
 Jacko, Earl — Alaska
 Jacobs, Tina M. — Salt Lake City
 Jenkins, Brad — Nephi
 Jenkins, Jim — Nephi
 Jensen, April — Salt Lake City
 Jensen, Daniel — Salt Lake City
 Jeppesen, Barbara Ann — Corinne
 Johnson, Colleen — Salt Lake City
 Johnson, Kevin — Salt Lake City
 Jolley, Audrey — Antimony
 Kerr, Suzanne — Roy
 King, Daniel Austin — West Jordan
 Kinner, Deanne — Ogden
 Krebs, Roger — Kaysville
 Krohn, Frank — Kearns
 Kwavegen, Sandra — Salt Lake City
 Lafcen, Bart — Salt Lake City
 Lafeen, Cary — Salt Lake City
 Laramie, Bridget — Bountiful
 Lamar, Dawn — Woods Cross
 Lauritzen, Keith — Salt Lake City
 Lawson, Vernon Lee — Salt Lake City
 LeFevre, Brent — Nevada
 Lewis, Lorelee — Salt Lake City
 Locke, Kevin — Tooele
 Logusak, George — Alaska
 Love, Lise Ellen — Salt Lake City
 Lybbert, Steven — Ogden
 Lytle, John — Salt Lake City
 Marosok, Kathy — Wyoming
 Mazza, Pete — Ogden
 McCann, Shelley — Sunset
 McCree, Leon — Ogden
 McNess, Kathleen — Salt Lake City
 McPhie, James — Salt Lake City
 Metcalf, Brent — Salt Lake City
 Molyneux, Tanni — Riverton
 Monson, Raymond — Salt Lake City
 Moore, Charles — Salt Lake City
 Morford, Julie — Salt Lake City
 Morlock, Scott — Ogden
 Morlock, Steven — Ogden

Morrison, Carol Ann — Salt Lake City
 Mortensen, Kristi — Murray
 Nelson, Kyle — Murray
 Nelson, Sylina — Salt Lake City
 Newton, Scott — Ogden
 Nielson, Cindee Rac — Salt Lake City
 Nielson, Layne Shaw — Kearns
 North, Melvin — Salt Lake City
 Olsen, Edward — Altonah
 Olsen, Robyn — Granger
 Opheikens, Craig — Ogden
 Opheikens, Sharadee — Ogden
 Orlandi, Ricky — Sandy
 Orton, Dayna — Salt Lake City
 Oscarson, Richard — Kearns
 Oswald, Bradley — Kearns
 Packard, Lisa Ann — Murray
 Page, Doyle — Logan
 Palmer, Mont — Riverton
 Parry, Calvin — Salt Lake City
 Patow, Pamela — Vernal
 Penrod, Melissa — Pleasant Grove
 Peterson, Douglas — Salt Lake City
 Peterson, Melinda — Mayfield
 Pierce, Barry — Cedar City
 Pitkin, Lorrie — Logan
 Pitt, David Wayne — Murray
 Poe, Joleen — Salt Lake City
 Ponton, Jennifer Ann — Salt Lake City
 Pugh, Kaylene — Salt Lake City
 Redfox, George — Alaska
 Redmond, Carey Lee — Salt Lake City
 Reese, Norman — Smithfield
 Richards, Lisa — Salt Lake City
 Richey, Roan — Alaska
 Ridgley, Apryl — Midvale
 Ringwood, Cindy Lee — Salt Lake City
 Roach, Jerry — Salt Lake City
 Roberts, Carl — Lehi
 Roberts, Lennis — Ogden
 Robinson, Norman — Salt Lake City
 Robinson, Roger G. — Salt Lake City
 Rockwood, Wade — Layton
 Romero, Steve — Lark
 Rudd, Glenn Lee II — Salt Lake City
 Rudd, Jeffery — Plymouth
 Ruffin, Todd — Salt Lake City
 Salazar, Ernie — Ogden
 Salazar, Milton — Ogden
 Sandberg, Neil — Salt Lake City
 Schoemig, Billy — Layton
 Schulthies, Brad — Woods Cross
 Sealey, Lisa — Salt Lake City
 Sellers, ToyAnn — Bountiful
 Sheriff, Richard — Sandy
 Shupla, Robert — Ogden

Shupla, Winchell — Ogden
 Simonsen, Reid — Provo
 Sizemore, Larry — Kearns
 Skoglund, John — Salt Lake City
 Slaughter, Robin Kae — Granger
 Smith, Douglas — Granger
 Smith, Laird — Roy
 Smith, Wade Earl — Sandy
 Snipes, Barbara — Nevada
 Snodgrass, Linda — Kearns
 Sparr, Glen — Ogden
 Squires, Allen — Ogden
 Stettler, Kirsten — Ogden
 Stevens, Todd — Salt Lake City
 Stoltz, Wayne — Ogden
 Stromness, Sally — Salt Lake City
 Stroud, Daniel — Salt Lake City
 Swanson, Randy — Salt Lake City
 Tabata, Calvin — Salt Lake City
 Tanner, Lorie — Riverton
 Taylor, Karen Ann — Salt Lake City
 Terry, Cindy — Ogden
 Thompson, Corky — Salt Lake City
 Tidball, Stephen — Salt Lake City
 Titus, Bennett — Alaska
 Tomkinson, Dan — Fillmore

Tuckett, Cindy — Layton
 Tuckett, Pam — Layton
 Ungudruk, Edward — Alaska
 Van Housen, Randall — Ogden
 Vanght, Denise — Salt Lake City
 Vlahos, Gina — Ogden
 Von Elm, Valerie — Salt Lake City
 Wahlberg, Kimberlee — Salt Lake City
 Webb, Holly — Draper
 White, Mark Alan — Salt Lake City
 Whitlock, Linda — Ogden
 Williams, Holly — Salt Lake City
 Williams, Karen — Woods Cross
 Wilson, Cindy — Pleasant Grove
 Wilson, Laurie — Salt Lake City
 Wilson, Terri — Salt Lake City
 Wood, Dana Evans — Salt Lake City
 Woodruff, Vickie — Ogden
 Woolsey, Joyee — Salt Lake City
 Yaska, Arley — Alaska
 Yaska, Dwight — Alaska
 Yazzie, Julene — Ogden
 Yee, Betty — Ogden
 Young, Abram — Woods Cross
 Zemp, Terry — Orem

Students Enrolled in the School for the Blind

School Year 1968-1969

Albert, Danny — Alaska
 Albert, Dena — Alaska
 Amberson, Evon — Nevada
 Anderson, Linda Terry — Ogden
 Anderson, Michael — Salt Lake City
 Arnold, Melvin — Bountiful
 Bills, Sharon — Salt Lake City
 Bowman, Ronnie — Salt Lake City
 Campbell, Catherine — Salt Lake City
 Carr, Rodney — Clearfield
 Chadburn, Helene — St. George
 Clapier, Karen — Ogden
 Corbett, Scott — Ogden
 Crabb, Nolan — Ogden
 Cruser, Carol Jean — Ogden
 Deegan, Peggy — Ogden
 Deininger, Laura Lee — Ogden
 DeWhitt, Kay — Nevada
 Draper, Hazel — Santaquin
 Dunham, Rhonda — Ogden
 Etherinton, Wendy — Layton
 Fox, Lynnette — Orem
 Gibson, Billy — Ogden
 Hall, David — North Ogden
 Hamaker, Rhonda — Ogden
 Hancey, Barry — Salt Lake City

Hancey, Robyn — Salt Lake City
 Hatcher, Sherri Lee — Ogden
 Hicks, Danny — Salt Lake City
 Hock, Carlene — Ogden
 Holladay, Linda Rae — Murray
 Jaensch, Cindy — Bountiful
 Jaramillo, Pauline — Salt Lake City
 Jensen, JoAnn — Kearns
 Jeppson, Scott — American Fork
 Krantz, Dobra — Salt Lake City
 Lamie, Nancy — Salt Lake City
 Locke, Mary Lee — Kearns
 Lopez, Paula Rae — Salt Lake City
 Mahone, Michael — Kearns
 Mansfield, Ricky — Salt Lake City
 Mattinson, Julie — Pleasant Grove
 Maxwell, Kathy — Clearfield
 Neal, Brent — Ogden
 Neal, Connie — Ogden
 Nicholls, Kristine — Ogden
 Nielson, Renee — Lynndyl
 Oberhansley, Ronnie — Neola
 Orchard, Christene — Ogden
 Osmond, Marilyn — Ogden
 Padley, Lori Ann — Bountiful
 Pehrson, Wallace — Ogden

Price, Cindy — Sandy
 Queep, Beverly — Salt Lake City
 Rasmussen, Dick — Bountiful
 Reeder, Linda — Roy
 Reid, Nancy — St. John
 Rye, Randall (Randy) — Vernal
 Schmidt, Marianne — Bountiful
 Schoppmann, Stephanie — Nevada
 Shaw, Tommy — Vernal
 Sheffield, Lee — Brigham City
 Silas, Vincent — Ogden
 Sinai, Ann — Nevada
 Smith, O. Karl — Nevada
 Spendlove, Pamela — Virgin
 Stevens, Roy — Ogden

Stuart, George — Logan
 Swasey, Blaine — Sandy
 Swenson, Wade — Logan
 Telford, Brenda — Morgan
 Telford, Lane Ted — Morgan
 Tenison, Arvil — Ogden
 Thorderson, Julene — Price
 Tripp, Michael — Granger
 Trujillo, Ricky — Salt Lake City
 Valdez, Terry — Sandy
 Van Driel, Richard — Ogden
 Westmoreland, James — Ogden
 Yancey, Steven — Bountiful
 Zentner, Teresa — Ogden

Students Enrolled in the Utah School for the Deaf School Year 1969-1970

Adair, Jimmy Wayne — Ogden
 Aitken, James — Eureka
 Aldridge, Bruce — Vernal
 Allen, Kathleen — Salt Lake City
 Allen, Lynn — Murray
 Allred, David — Ogden
 Allred, Scott — Ogden
 Anderson, Dennis — Kearns
 Anderson, Lori — Bountiful
 Anderson, Tracy — Price
 Anderton, Nord — Draper
 Angell, Vaughn — Salt Lake City
 Arave, Stephanie — Logan
 Archuleta, Anita — Midvale
 Armijo, Henry — Nevada
 Armstrong, Carolyn — Nevada
 Ash, Adam — Sandy
 Bair, David — Lehi
 Ball, Kay Lynne — Ogden
 Bangerter, Kent — Woods Cross
 Barker, Kenneth — Salt Lake City
 Barlow, Charles A. — Ogden
 Beck, Janet — Salt Lake City
 Behunin, Lisa — Murray
 Bell, Michael — Salt Lake City
 Bennett, Shane — American Fork
 Berghout, Janice — Midvale
 Bertoch, Debbie — Morgan
 Billeter, William — Salt Lake City
 Bishop, Suzanne — Salt Lake City
 Black, Larry — Kearns
 Blosser, Jane Ellen — Bountiful
 Blount, Gayle — Salt Lake City
 Boehmer, Keith — Ogden
 Bosshardt, Lillian L. — Riverton
 Bowman, Christine — Salt Lake City
 Brady, Kathryn — Sandy

Brady, Winona — Nevada
 Brewer, Roquel — Salt Lake City
 Bricker, Sharon — Salt Lake City
 Briseno, Ismael — Ogden
 Brooks, Jerry D. — Nevada
 Brown, Christine — Ogden
 Brown, Kim — Bountiful
 Brubaker, Daniel G. — Salt Lake City
 Bulkley, Jackie Lynn — North Ogden
 Burgess, Frank — Ogden
 Butterworth, Sara — Salt Lake City
 Call, Becky — Provo
 Callister, Peggy — Bountiful
 Callister, Susan — Bountiful
 Campbell, Rosemary — Orem
 Carrera, Daniel — Nevada
 Carter, Karen — Ogden
 Carter, Shirley D. — Ogden
 Chambers, Katherine Ann — Ogden
 Chatlin, Debra — Ogden
 Chavez, Carol Ann — Ogden
 Christensen, Nancy — Ogden
 Christy, Donald — Salt Lake City
 Clark, Cynthia — Murray
 Clark, Jane — Bountiful
 Clark, Mary Lou — Kearns
 Clay, Barbara — Salt Lake City
 Clyde, Steven — Salt Lake City
 Colebrook, Wendy — Salt Lake City
 Colvin, Susan — Nevada
 Cook, Pamela — Roosevelt
 Coombs, Steven — Ogden
 Corbett, Susan — Salt Lake City
 Crawford, Loretta — Nevada
 Crompton, Brent — Ogden
 Cunningham, Mitchell — Salt Lake City
 Curtis, Michael — Woods Cross

Dahl, Carolyn — Granger
 Dalpias, Rodney — Ogden
 Davis, Alvin — Salt Lake City
 Davison, Kelly — Salt Lake City
 Dawson, Dixie — Hooper
 Despain, Robert — Salt Lake City
 Dorton, Paula — Salt Lake City
 Dougal, Angela — Salt Lake City
 Duffin, Carl — Salt Lake City
 Edelen, Ted — Salt Lake City
 Edgington, Angela — No. Ogden
 Eggers, Evelyn — Layton
 Eggers, Frederick — Layton
 Ekenstam, Toni — Tooele
 Ellett, Stephanie — Salt Lake City
 Ercanbrack, Heidi — Ogden
 Ercanbrack, Michael — Ogden
 Ercanbrack, Tedi Ann — Ogden
 Evans, Amy Ann — Salt Lake City
 Everett, Kemper — Price
 Everett, Vicki Lynn — Price
 Fischer, Amy — Salt Lake City
 Fisher, Laura — Nevada
 Foley, Drew — Ogden
 Fox, Cordie — Kearns
 Fox, Rosemary — Kearns
 Foy, Claudia — Salt Lake City
 France, Jon Brett — Ogden
 Frase, Lester — Provo
 Frew, Cindy — Ogden
 Furlow, Randall — Salt Lake City
 Garcia, James F. — Sandy
 Gardner, Robert — Salt Lake City
 Garner, Sherry — Salt Lake City
 Gates, Lynn Perry — Salt Lake City
 Gilbert, Marnie — Granger
 Giles, Robert — Pleasant Grove
 Gould, David — Ogden
 Graham, Troy — Salt Lake City
 Gregg, Gary — Salt Lake City
 Gregory, John — Alaska
 Hadfield, Kathy — Brigham City
 Hale, Debra, — Salt Lake City
 Hanberg, Sherri Lynn — Bluebell
 Hanks, Jeff — Salt Lake City
 Hansen, David — Salt Lake City
 Hansen, Greg D. (Carter) — Salt Lake City
 Hansen, Gregory W. — Granger
 Hansen, Janna — Salt Lake City
 Hansen, Lynda Rae — Brigham City
 Hansen, Patrick Lee — Kearns
 Hansen, Suzanne — Salt Lake City
 Harris, Ricky — Colorado
 Harrop, Troy Gary — No. Ogden
 Haws, Ruth Ann — Salt Lake City
 Heinrich, Ronald — Salt Lake City

Hendrickson, Susan — Salt Lake City
 Hepner, Karen — Murray
 Hermansen, David — Bountiful
 Hinds, Kevin — Salt Lake City
 Hinton, Esther — Kearns
 Hodson, Jon — Salt Lake City
 Hofseth, Edward — Alaska
 Holmes, Kathy — Wyoming
 Holt, John — Hanksville
 Horlacher, Paul — Salt Lake City
 Howard, Nancy Jean — Salt Lake City
 Huffman, Debra — Tooele
 Hunt, Julie — Magna
 Hutelings, Mary Ann — Provo
 Ivie, Kathy — Murray
 Jacko, Earl — Alaska
 Jacobs, Brenda — Bountiful
 Jacobsen, Francis Loraine — Emery
 Jenkins, Brad — Nephi
 Jenkins, Jim — Nephi
 Jensen, April — Salt Lake City
 Jeppesen, Barbara Ann — Corinne
 John, Arnold — Alaska
 Johnson, Colleen — Salt Lake City
 Johnson, Kevin — Salt Lake City
 Jolley, Audrey — Antimony
 Jorgenson, Wendy — Sunset
 Kerr, Jeffrie — Roy
 Kerr, Suzanne — Roy
 Kimbrel, Julie Louise — Salt Lake City
 King, Daniel — West Jordan
 Kinner, Deanne — Ogden
 Krebs, Roger — Kaysville
 Krohn, Frank — Kearns
 Kwawegen, Sandra — Salt Lake City
 Lafeen, Bart — Murray
 Lafeen, Cary — Murray
 Lamar, Dawn Afton — Woods Cross
 Laramie, Bridget — Bountiful
 Lauritzen, Keith — Salt Lake City
 Lawson, Vernon Lee — Murray
 LeFevre, Brent — Nevada
 Lein, Patrick K. — Nevada
 Lewis, Lorelee — Salt Lake City
 Locke, Kevin — Tooele
 Logusak, George — Alaska
 Lopez, Angeline — West Jordan
 Love, Lise Ellen — Salt Lake City
 Lybbert, Stephen — Ogden
 Lyman, Geo. Walter — Roy
 Lytle, John — Salt Lake City
 Marosok, Kathy — Wyoming
 Mazza, Pete — Ogden
 McCann, Shelly Rae — Sunset
 McComie, Lisa — Bountiful
 McCree, Leon — Ogden

McPhie, James — Salt Lake City
 Metcalf, Brent — Salt Lake City
 Middleton, Mary — Morgan
 Millet, Angela — Salt Lake City
 Molyneux, Tanni — Riverton
 Monson, Raymond — Salt Lake City
 Moore, Charles — Salt Lake City
 Morlock, Scott — Ogden
 Morrison, Carol Ann — Salt Lake City
 Mortensen, Kristi — Murray
 Nelson, Kyle — Murray
 Nelson, Sylina — Salt Lake City
 Newton, Scott — Ogden
 Nielsen, Cindee — Salt Lake City
 Nielson, Layne — Kearns
 Olsen, Edward — Altonah
 Olsen, Robyn — Granger
 Opheikens, Craig — Ogden
 Opheikens, Sharadee — Ogden
 Orton, Dayna — Salt Lake City
 Oscarson, Richard — Kearns
 Packard, Lisa — Murray
 Page, Doyle — Logan
 Palmer, Mont — Riverton
 Parry, Calvin — Salt Lake City
 Patterson, Jimmie — Alaska
 Paulo, Tina Monique — Alaska
 Pearce, T. Scot — Salt Lake City
 Penrod, Melissa — Pleasant Grove
 Perez, Virginia — Enterprise
 Peterson, Douglas — Salt Lake City
 Peterson, Melinda — Mayfield
 Phillips, Mitchell — Ogden
 Phipps, Kathryn — No. Ogden
 Pierce Barry — Cedar City
 Pitkin, Lorrie — Logan
 Pitt, David — Murray
 Poe, Joleen — Salt Lake City
 Redfox, George — Alaska
 Redmond, Carey Lee — Salt Lake City
 Reese, Norman — Smithfield
 Richards, Lisa — Salt Lake City
 Richey, Roan — Alaska
 Richins, Mark Alma — Ogden
 Ridgley, Apryl — Midvale
 Rigler, Bradley D. — Provo
 Ringwood, Cindy Lee — Salt Lake City
 Roberts, Carl — Lehi
 Roberts, Kyler — Salt Lake City
 Roberts, Lennis — Ogden
 Robinson, Norman — Salt Lake City
 Robinson, Roger G. — Salt Lake City
 Rockwood, Wade — Layton
 Romero, Steve — Lark
 Rudd, Glenn Lee II — Salt Lake City
 Rudd, Jeffery — Plymouth
 Ruffin, Todd — Salt Lake City
 Salazar, Milton — Ogden
 Sanchez, Tommy — Salt Lake City
 Sandberg, Neil — Salt Lake City
 Schoemig, Billy — Kaysville
 Schulthies, Brad — Woods Cross
 Sealey, Lisa — Salt Lake City
 Sellers, ToyAnn — Salt Lake City
 Sheriff, Richard — Sandy
 Shupla, Robert — Ogden
 Shupla, Winchell — Ogden
 Sizemore, Larry — Kearns
 Skoglund, John — Salt Lake City
 Slaughter, Robin Kae — Granger
 Smith, Douglas — Granger
 Smith, Kimberle — Salt Lake City
 Smith, Laird — Roy
 Snodgrass, Linda — Kearns
 Sparr, Glen — Ogden
 Spradling, Michael — Salt Lake City
 Squires, Allen — Ogden
 Starkey, Lowell Thomas — Ogden
 Stettler, Kirsten — Ogden
 Stevens, Todd — Salt Lake City
 Stewart, Sari Lee — Salt Lake City
 Stohel, Michael W. — Salt Lake City
 Stoltz, Wayne — Ogden
 Stratton, John — Cedar City
 Stromness, Sally — Salt Lake City
 Stroud, Daniel — Salt Lake City
 Swanson, Randy — Salt Lake City
 Tanner, Lorie — American Fork
 Taveapont, LaLisa —Whiterocks
 Taylor, Alecia — Bountiful
 Taylor, Karen — Salt Lake City
 Terry, Cindy — Ogden
 Thomas, James — Grantsville
 Thompson, Albert — Salt Lake City
 Thornley, Michael — Sandy
 Tidball, Stephen — Salt Lake City
 Titus, Bennett — Alaska
 Titus, Doreen — Alaska
 Tomkinson, Dan — Fillmore
 Tuckett, Cindy — Layton
 Tuckett, Pamela — Layton
 Ungudruk, Edward — Alaska
 Van Housen, Randall — Ogden
 Vaught, Denise — Salt Lake City
 Vlahos, Gina — Ogden
 Von Elm, Valerie — Salt Lake City
 Wahlberg, Kimberlee — Salt Lake City
 Webb, Holly — Draper
 Webb, Kevin — Bountiful
 Webb, Tracy Lynne — Salt Lake City
 Whitlock, Linda — Ogden
 Williams, Holly — Salt Lake City

Williams, Penny — Salt Lake City
 Williams, Karen — Woods Cross
 Wilson, Cindy — Pleasant Grove
 Wilson, Laurie — Salt Lake City
 Wilson, Terri Lee — Salt Lake City
 Wood, Dana Evans — Salt Lake City

Wooden, Victoria LaVerne — Ogden
 Woodruff, Vickie — Ogden
 Yaska, Arley — Alaska
 Yaska, Dwight — Alaska
 Yee, Betty — Ogden
 Zemp, Terry — Orem

Students Enrolled in the Utah School for the Blind School Year 1969-1970

Albert, Danny — Alaska
 Albert, Dena — Alaska
 Alexie, Emma — Alaska
 Alexie, Lilly — Alaska
 Alexie, Mary — Alaska
 Anderson, Terry — Ogden
 Arnold, Melvin — Bountiful
 Bagley, Steven — Salt Lake City
 Bills, Sharon — Salt Lake City
 Bowman, Ronnie — Salt Lake City
 Campbell, Catherine — Salt Lake City
 Chadburn, Helene — St. George
 Clapier, Karen — Ogden
 Crabb, Nolan — Ogden
 Crusier, Carol Jean — Ogden
 Deegan, Peggy — Ogden
 Deininger, Laura Lee — Ogden
 DeWhitt, Kay — Nevada
 Draper, Hazel — Santaquin
 Dunham, Rhonda — Ogden
 Etherington, Wendy — Layton
 Hall, David — North Ogden
 Hancey, Barry — Salt Lake City
 Hancey, Robyn — Salt Lake City
 Hatcher, Sherri — Ogden
 Hicks, Danny — Salt Lake City
 Holladay, Linda Rae — Murray
 Jaensch, Cindy — Bountiful
 Jaramillo, Pauline — Salt Lake City
 Jensen, JoAnn — Kearns
 Jeppson, Scott — American Fork
 Jones, Val E. — Ogden
 Krantz, Debra — Salt Lake City
 Lamie, Nancy — Salt Lake City
 Locke, Mary Lee — Kearns
 Lopez, Paula — Salt Lake City
 Mansfield, Ricky — Salt Lake City
 Martin, Cynthia Ann — Ogden

Mattinson, Julie — Pleasant Grove
 Maxwell, Kathy — Clearfield
 Neal, Brent — Ogden
 Neal, Connie — Ogden
 Orchard, Christene — Ogden
 Osmond, Marilyn — Ogden
 Padley, Lori Ann — Bountiful
 Parkinson, Patricia — Grantsville
 Pehrson, Wallace — Ogden
 Price, Cindy — Sandy
 Queep, Beverly — Salt Lake City
 Rasmussen, Dick — Bountiful
 Reeder, Linda — Roy
 Reid, Naney — St. John
 Rosenbaum, Shawn Glenn — Ogden
 Rye, Randall — Vernal
 Schmidt, Marianne — Bountiful
 Schoppmann, Stephanie — Nevada
 Shaw, Tommy — Vernal
 Sheffield, Lee — Brigham City
 Silas, Vincent — Ogden
 Sinai, Ann — Nevada
 Smith, Karl — Nevada
 Stevens, Roy — Ogden
 Stuart, George — Logan
 Swasey, Blaine — Sandy
 Swenson, Wade — Logan
 Telford, Brenda — Morgan
 Telford, Lane Ted — Morgan
 Tenison, Arvil — Ogden
 Tripp, Michael — Granger
 Trujillo, Ricky — Salt Lake City
 Valdez, Terry — Sandy
 VanDriel, Richard — Ogden
 Westmoreland, James — Ogden
 Yancey, Steven — Bountiful
 Zentner, Teresa — Ogden

ADMINISTRATIVE OFFICERS

Henry C. White, <i>Principal</i>	1884-1889
Frank W. Metcalf, <i>Superintendent</i>	1889-1901
Frank M. Driggs, <i>Superintendent</i>	1901-1941
G. Oscar Russell, <i>Superintendent</i>	1941-1942
Boyd E. Nelson, <i>Superintendent</i>	1942-1954
Harold W. Green, <i>Superintendent</i>	1954-1959
Robert W. Tegeder, <i>Superintendent</i>	1959-



PRINCIPALS

School for the Deaf

Max W. Woodbury	1941-1947
David M. Welling	1947-1957
Robert W. Tegeder	1957-1959
Tony Christopulos	1959-

School for the Blind

Guy J. Marchisio	1945-1947
Harold W. Green	1947-1954
R. Paul Thompson	1954-1965
Donald H. Edwards	1966-1970

